THE SHAKERITE

May 01, 2008 • Volume 78 • Issue 8 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

Flying high

Officially a club sport, the rugby team fights to gain regional respect

Raider Zone, Page 18

HEALTHY VENDING MACHINES?

THE LAST FOUR YEARS HAVE BROUGHT GREAT CHANGE IN THE CONTENTS OF THE HIGH SCHOOL VENDING MACHINES. NOTEWORTHY EXAMINES THE DISTRICT HEALTH COUNCIL'S EFFORTS TO IMPROVE HEALTH AND WELLNESS.

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ITALIAN ADVENTURES

SHAKER ART STUDENTS WERE GIVEN THE UNIQUE OPPORTUNITY TO TRAVEL ACROSS THE ATLANTIC OVER SPRING BREAK TO STUDY ITALIAN ARTWORK. HEAD OVER TO LIMELIGHT TO READ ABOUT THEIR EXPERIENCES.

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TEXTING YOUR WAY THROUGH CLASS

THE BEAT EXAMINES CELL PHONE USAGE IN CLASS. BUT IN THIS CASE, IT IS TEXTING, NOT IN-CLASS PHONE CALLS, THAT'S CAUSING A DISRUPTION.

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COVER SHOT

Senior Tim Earley is lifted up by his teammates during a line-out play in their April 16th Rugby match at Mayfield. Photo by Mike Young

What's Inside

05.01.08

EDITORS' NOTE

Looking back

Well, we survived.

Eighteen issues, 216 pages, 24 months and three advisers later, we are happy to say that we have fulfilled our responsibilities as Editors-in-Chief. And, despite countless deadline-night arguments, we've managed to overcome our differences, of both opinion and preference, to put together what, we hope, is a newspaper that effectively serves the high school community.

WESLEY LOWERY

Of course, during the past two years we've learned a ton about journalism. We've suffered though embarrassing interviews, struggled with stories that were submitted by reporters without the use of a single verb and tried our best to put an interesting spin on everything from the nature center to the large auditorium renovation (tried being the operative word). And while we can't say every experience was enjoyable at the time, most are quite comical in retrospect, and through it all, we've grown tremendously as both journalists and leaders.

ALLISON SCHARFSTEIN

But the impact of our experience transcends 500 word stories and late night deadlines. Though we've learned countless life lessons during our two-year reign, hands down, we've learned the most about change and adaptation. The short version: change is inevitable and adaptation is necessary. For the longer version, read on.

Fresh off of the most award-winning year in Shakerite history, we stepped into the realm as inexperienced editors, with an inexperienced staff and, thanks to a thing called sabbatical, a brand new adviser.

It was a learning year to say the least. But we came a long way, escaping front-page typos and center spread disasters to accomplishing comprehensive coverage of the late-call Valentine's Day snow day and the women's basketball team's monumental season.

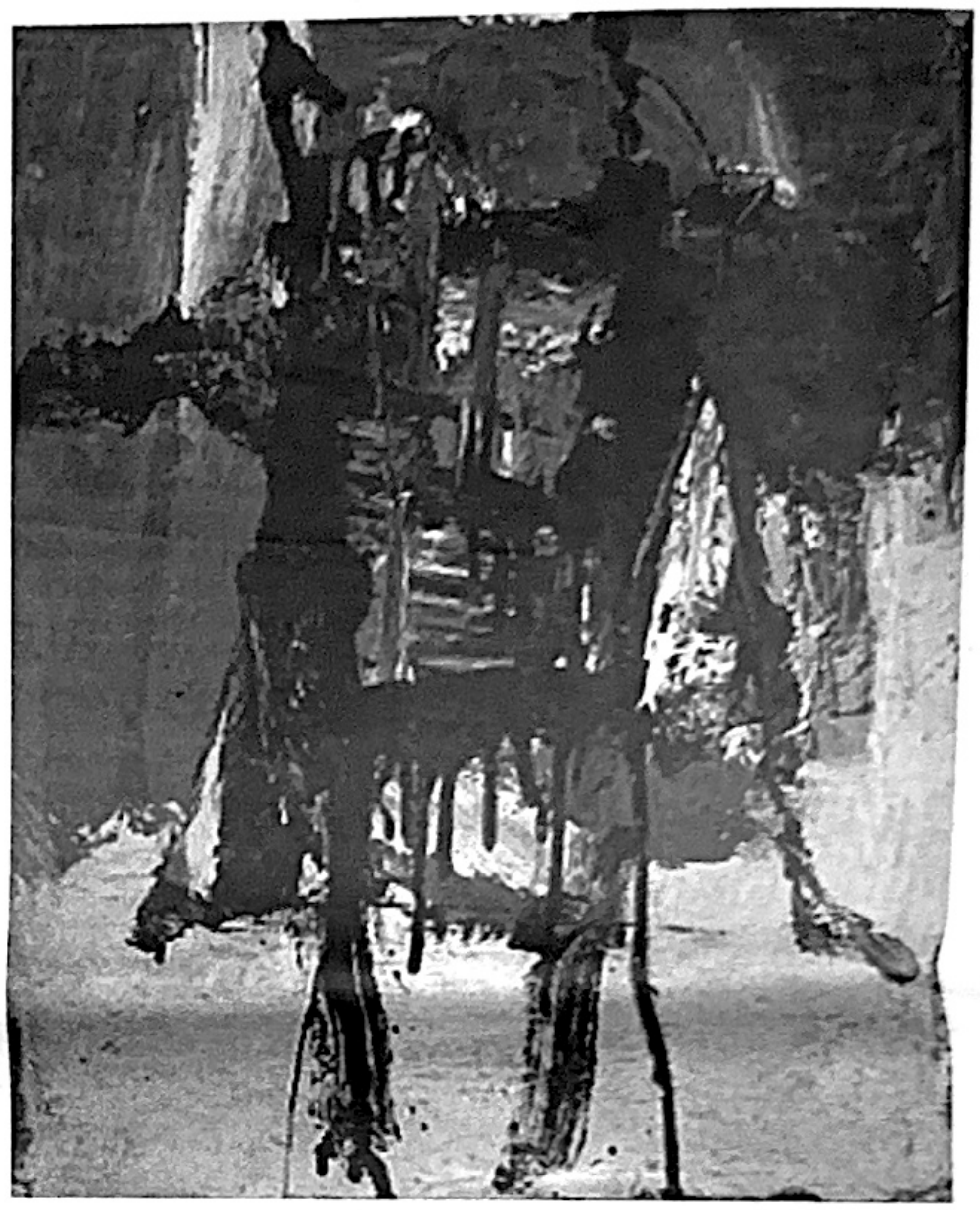
After making it through our first year, assembling a new staff and stocking up on Diet Coke and energy drinks, we were pretty stoked for our senior year. With our ever-excitable adviser back (at least for now), and a combination of experienced senior editors and loud junior editors, we prepped for a year of growth and accomplishment.

Of course, the last nine issues have been far from a cakewalk. We never imagined that balancing Shakerite obligations, endless college visits and our ever-dramatic personal lives would be quite as difficult as it ended up being.

Nor would we have ever imagined that our beloved adviser would once again depart from us pre-maturely, although this time for a much more exciting reason. But despite the hardships, our last nine issues have proven yet another lesson in adaptation.

While learning to work with 18 other overwhelmed staff members has taught us endless lessons about leadership, managing to work with each other has, by far, been the most testing and rewarding experience.

IS THIS ART?



IT'S OFTEN DIFFICULT TO APPRECIATE THE VARIOUS GENRES OF ART. FOR EXAMPLE, THIS PIECE BY FAMOUS ABSTRACT EXPRESSIONIST FRANZ KLINE, MAY LOOK LIKE A MESS OF SHAPES TO THE UNTRAINED EYE. LIMELIGHT BREAKS DOWN WHAT TO LOOK FOR AND WHERE TO FIND INTRIGUING LOCAL ART.

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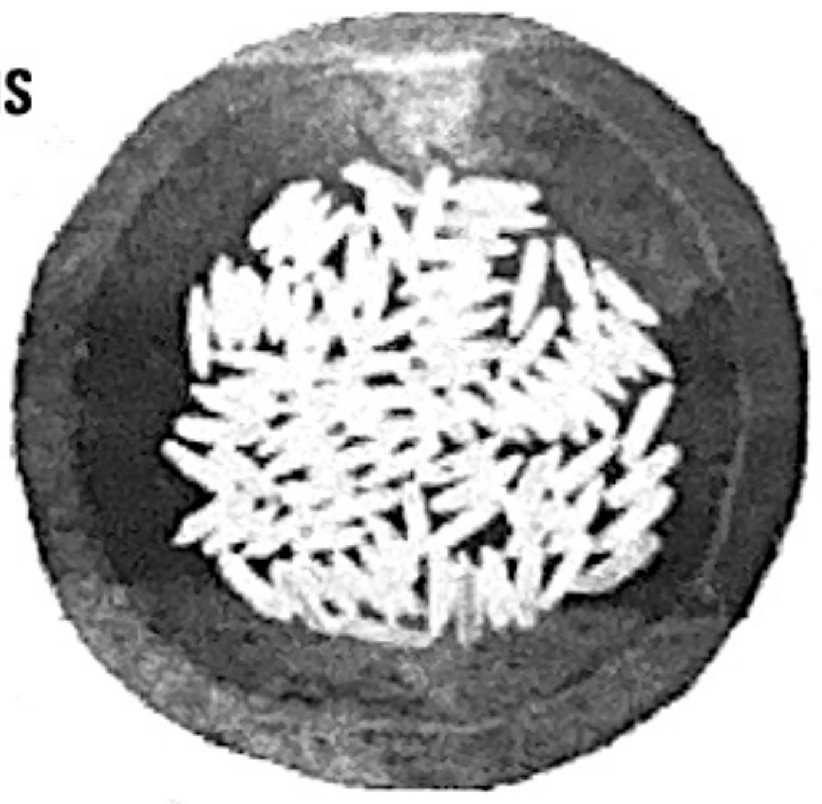
SOCIAL ENTREPRENEURSHIP



FROM ANSWERING VOCAB QUESTIONS FOR RICE TO DONATING MONEY THROUGH A MICRO-LOAN PROGRAM, PEOPLE ARE STARTING TO CHANGE THE WORLD WITH BUSINESS. SEE HOW SHAKER STUDENTS ARE CATCHING ON.

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tommy's
coventry village

CELEBRATING LABOR

JOSH DAVIDSON EXPLORES THE BENEFITS AND LESSONS LEARNED WHILE WORKING A JOB IN HIGH SCHOOL.

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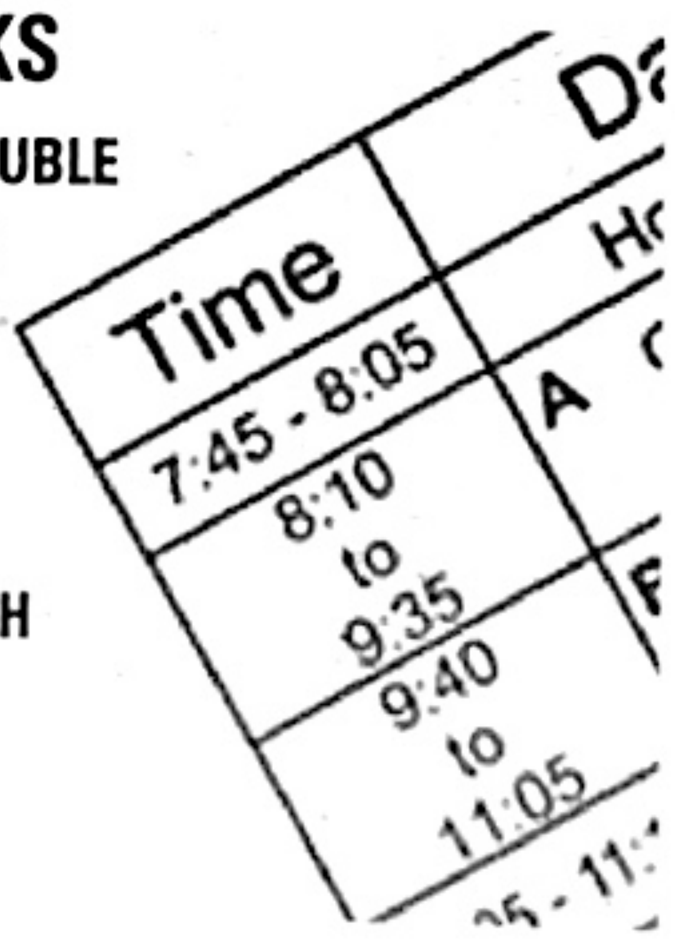
BRINGING THE BLOCKS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WITH SOME AP CLASSES USING DOUBLE PERIODS AND A POSSIBLE CHANGE TO AN IB PROGRAM IN THE FUTURE, NOTEWORTHY TAKES A LOOK AT SHAKER'S VIEW OF BLOCK SCHEDULING. THE EDITORIAL BOARD WEIGHS IN WITH THEIR RECOMMENDATION.

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THE SHAKERITE
Volume 78 • Issue 6
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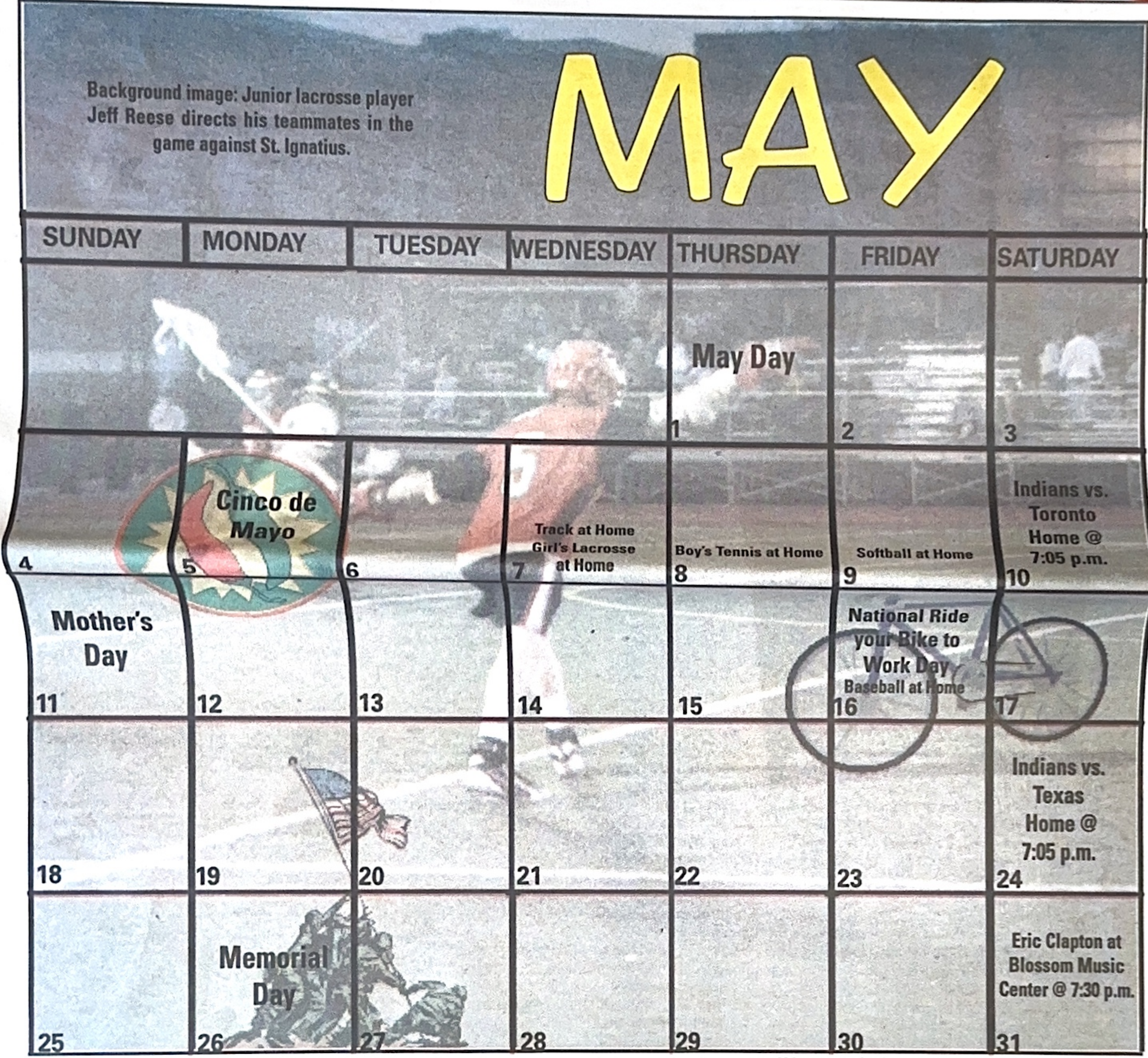
NSPA

This Month

05.01.08

BUST OUT THE BIKE

May 16 is National Ride Your Bike to Work Day. While few people currently ride a bike to work, doing so on a regular basis could help the ever-rising obesity rate. According to a University of Wisconsin study, 30.5% of Americans are overweight. Riding a bike for about an hour with light effort burns roughly 380 calories. It also provides a great cardio workout, and it's fun. So, even if bike riding isn't really your thing, try riding to school on May 16 to celebrate this healthy holiday.



Background image: Junior lacrosse player Jeff Reese directs his teammates in the game against St. Ignatius.

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				May Day 1	2	3
4	Cinco de Mayo 5	6	Track at Home Girl's Lacrosse at Home 7	Boy's Tennis at Home 8	Softball at Home 9	Indians vs. Toronto Home @ 7:05 p.m. 10
Mother's Day 11	12	13	14	15	National Ride your Bike to Work Day Baseball at Home 16	17
18	19	20	21	22	23	Indians vs. Texas Home @ 7:05 p.m. 24
25	Memorial Day 26	27	28	29	30	Eric Clapton at Blossom Music Center @ 7:30 p.m. 31

Playing for a crowd helps better athletic performance

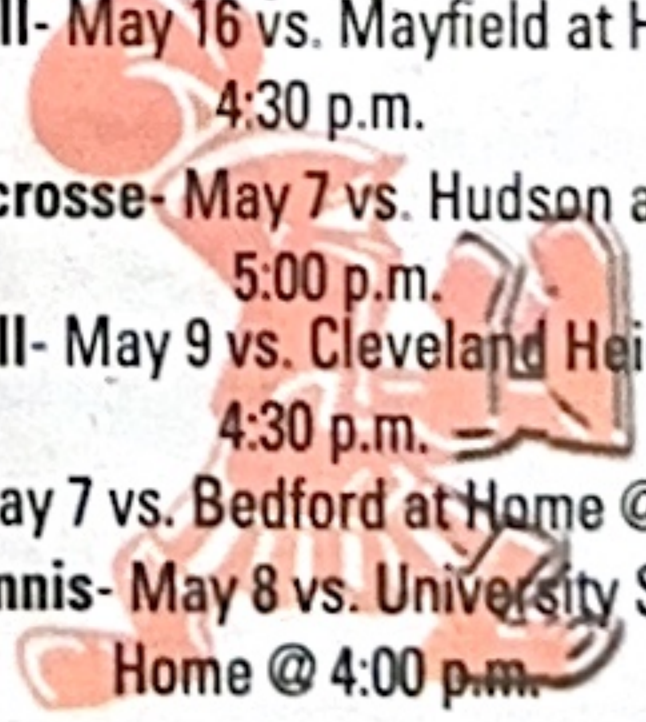
If you could help the performance of Shaker's spring sports teams by simply sitting on a bleacher enjoying beautiful weather, would you?

According to some of Shaker's top spring athletes, you can easily do just that. Junior Jeff Reese, a member of the varsity lacrosse team, says he performs better in front of a crowd. "I like when people watch us, because it makes you want to play better," said Reese. Senior captain Neil Nash agrees, "It pumps us up when there's a crowd."

In addition to having friends and family watch them, some members of the lacrosse team enjoy watching each other. "I like watching my teammates play and having them watch me, because we can help each other get better," said senior Mike Walter.

Even if you can't give the team advice on how to improve their skills, you can still show your support. The guys take on Solon this Friday, May 2 at home at 7:00 p.m. and Chagrin Falls on Tuesday, May 6 at home at 5:00 p.m.

If lacrosse isn't your sport of choice, here are some other big Shaker games to watch this spring:



Baseball- May 16 vs. Mayfield at Home @ 4:30 p.m.

Girl's Lacrosse- May 7 vs. Hudson at Home @ 5:00 p.m.

Softball- May 9 vs. Cleveland Heights @ 4:30 p.m.

Track- May 7 vs. Bedford at Home @ 4:30 p.m.

Boy's Tennis- May 8 vs. University School at Home @ 4:00 p.m.

A NIGHT OUT WITH THE TRIBE

If you find yourself bored with a tight budget this spring, try going to the Indians game for a fun night out. Follow these tips and you'll find that watching the Tribe doesn't need to put a dent in your wallet.

Nosebleed tickets are $9. You can buy them online beforehand, or find a street vendor and buy them outside Progressive Field before the game.

If you want to buy a tee shirt, buy one from a street vendor. You can usually find one for about $10.

Eat before you get to the game. Don't pay $4 for a hotdog inside the stadium. Hit up Wendy's before you leave Shaker—much cheaper.

Take the rapid. Parking is expensive and inconvenient. You can take the rapid directly to Tower City for $1.75 and go through the walkway to Gateway.

Compiled by Abby Schiller

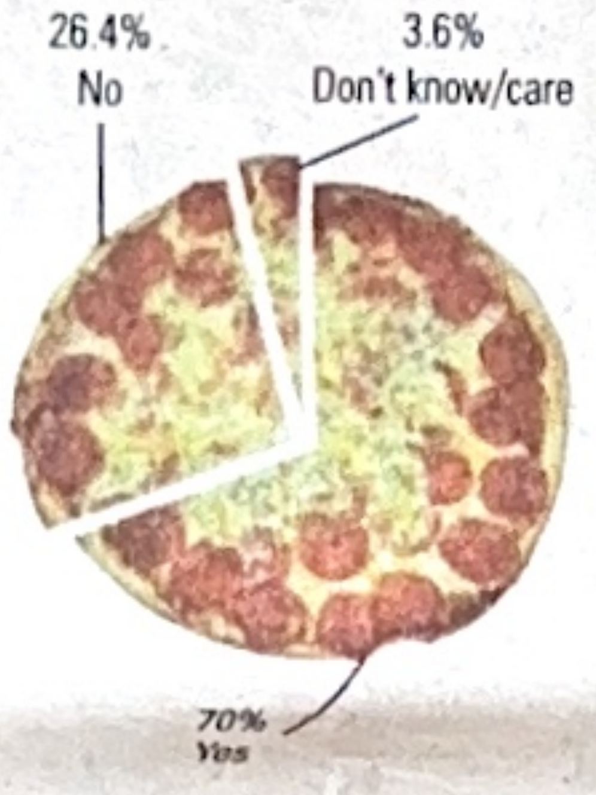
NATIONAL DAY OF SILENCE

The Day of Silence is a National Observance Day on April 25 designed to raise awareness of name-calling, bullying, and harassment of gays, lesbians and bisexuals. Shaker's Gay-Straight Alliance club members and other students and teachers were silent all day in acknowledgment of the gays, lesbians and bisexuals who are silenced everyday from exposing their sexual orientation. This year's observance is in memory of Lawrence King, a California 8th grader who was shot and killed February 12 because of his sexual orientation.

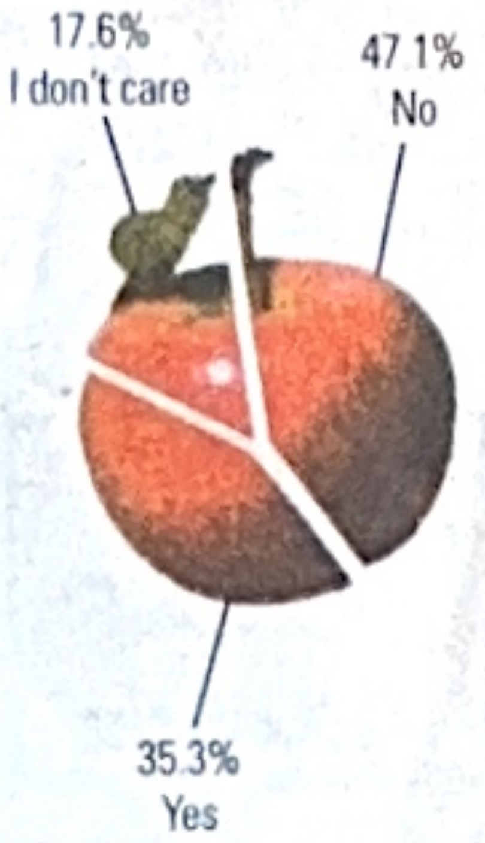
LESS JUNK FOR BETTER HEALTH

- Thanks to the Health and Wellness Committee, Shaker students are seeing healthier snacks in vending machines around the high school

DID YOU NOTICE THE CHANGE TO HEALTHIER SNACKS IN VENDING MACHINES?



DO YOU SUPPORT THE SCHOOL'S DECISION TO CHANGE?



Scientific telephone poll of 110 students conducted by The Shakerite Staff, margin of error +/- 9.8%

Infographic by Alexa Sykes

Alexa Sykes • The Shakerite

BY WESLEY LOWERY
EDITOR IN CHIEF

Gone are the days when Snickers and Milky Ways were commonplace among the high school's vending machines. And these aren't the only sugary-snacks that have subtly disappeared. Yet, as salty potato chips give way to baked alternatives, few students are familiar with who, exactly, is responsible for these changes.

"Over the past four years, the food in the school's vending machines has changed drastically," said Senior Alicia Watts, who added that she misses the days of snacking on more unhealthy options. "Freshman year we had things that were much less health-conscious, but each year since [the vending machine options] have become much more focused on healthiness," said Watts.

While the final say in what grazes the vending machines of the high school lies with district administrators, these decisions are heavily influenced by the recommendations of the District Coordinated Health Council.

The council, comprised of parents, teachers and community members, meets four times a year to set goals for the district, as well as specific benchmarks for each of the district's eight schools.

According to three-year council member and Boulevard Physical Education teacher Tina McCauley, this year's goals included establishing a breakfast program in all buildings, compiling a health initiative in each school community and increasing healthy options in school vending machines to 100 percent. According to Onaway nurse and council member Camellia Sutorius, federal health organizations have formulated a scale for determining how often students should consume certain foods based on the food's overall heath value. "This year one of our primary efforts has been to incorporate as many of the foods from the health option category as possible within the district," said Sutorius.

McCauley stated that the council's ability to establish district-wide wellness guidelines has been a high point of the year. "A major item accomplished was creating the district wellness guidelines that address nutrition and exercise," McCauley said. Sutorius added that these guidelines were created in response to a new government regulation requiring school districts to establish written health and wellness guidelines.

While district guidelines and policies may have a long-term affect on student health and wellness, the most immediately noticeable impact of the council remains their say in which snacks and beverages occupy school vending machines.

Principal Michael Griffith believes the district is responsible for ensuring that all students are given healthy dining options. While he acknowledges that the high school cannot control what students consume off campus, he hopes that if given healthy choices at school, students will continue to opt for those options when dining away from school. "Hopefully we can influence students to make better choices when they are away from the building." Sutorius adds that, while the council's accomplishments have been phenomenal, in order to truly attain district-wide awareness parents and students must take on a level of personal responsibility. "Its really up to the families to take the guidance and information and apply it to their lifestyles."

STUDENTS OBSERVE THE SHIFT FROM JUNK TO PROTEIN

Nikkia Willingham
Junior

"It's just boo-boo now. I don't like anything in the vending machines."

Daniel Zhou
Sophomore

"I really like the new and improved food and drinks in the cafeteria."

Gabe Gordon
Freshman

"I'm actually somewhat compelled to buy things out of vending machines now."

FROM FRUIT PUNCH TO VITAMIN WATER: THE PROGRESSION OF THE HIGH SCHOOL'S BEVERAGE MACHINES

HAWAIIAN PUNCH
Cherry Coke

2004-2005

While long gone from the halls of SHHS, seniors may remember the variety of Hawaiian Punch once offered in the cafeteria. In addition to Gatorade, the fencing room also housed a pop machine.

Snapple
100%
Juiced

2005-2006

In the fall of 2005, Shaker students were introduced to a variety of 100% juice Snapple products. In addition, Vitamin Water machines were added to the cafeteria and the fencing room, leaving the senior lounge as the lone refuge for soda drinkers.

vitaminwater

2006-2007

In a year that was mild in terms of beverage change, students saw a steady phase-out of Vitamin Water and Gatorade. In its place, milk and juice machines sprouted in numerous locations.

Switch
GRAPE

2007-2008

The new cafeteria additions brought with them new beverage options. Riptide, a flavored water, was added to the lower level of the cafeteria. Also, Switch, yet another flavored water, was added to the milk machine.

Compiled by Wesley Lowery

BREAKING THROUGH BLOCKS

- Although Shaker is progressively adding more double-period "block" classes, other schools in the area have already officially adopted different renditions of block schedules

Block schedules down the block

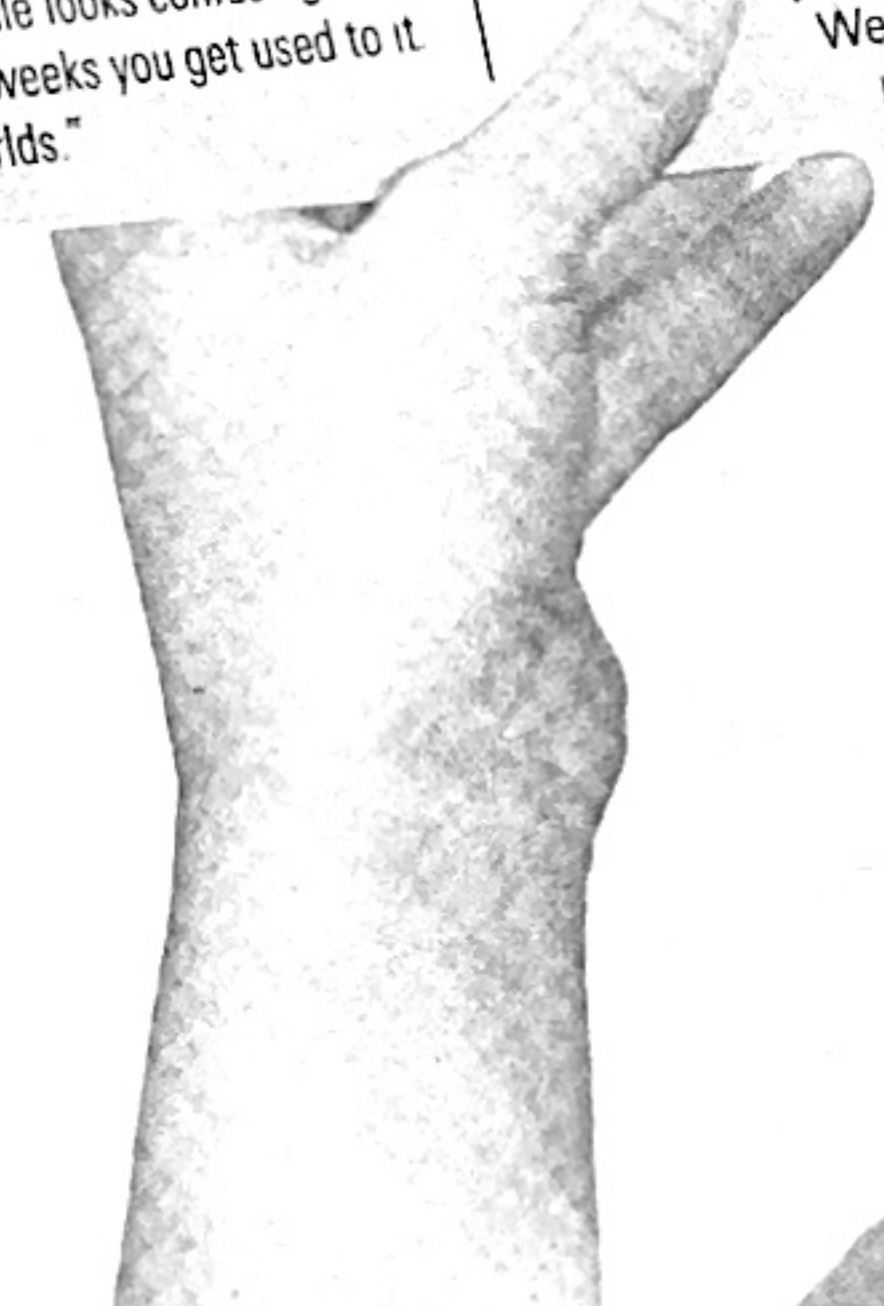
BY ALLISON SCHARFSTEIN
EDITOR IN CHIEF

• Beachwood High School

Beachwood High School follows a modified block schedule that was designed by faculty six years ago On Mondays, Tuesdays and Fridays, students go to each of their seven classes for 48 minutes each, much like a normal day at Shaker Heights High School. But on Wednesdays and Thursdays, Beachwood has block days in which classes are 80 minutes long. On Wednesdays students have three of their classes and on Thursdays, students have four of their classes. With the extra time on Wednesdays, "we throw in a late start and have an advisory period, which we often use for assemblies," explained Beachwood principal Robert Hardis. Block periods allow students and teachers opportunities that a normal schedule cannot afford. "Steady 80 minutes of time makes block days less frenetic. Teachers use the time to branch out. Science teachers can do more extensive labs. Teachers can take their students to the library. Also, it gives more flexibility in types of assessment," Hardis said. "Our schedule looks confusing but once you live with it for a few weeks you get used to it. It really is the best of both worlds."

• Beaumont School

Beaumont High School follows a type of block schedule in which students take four classes each semester. Students go to four classes each day, each lasting 90 minutes. The following semester, students will take a whole new set of classes. The block system was "eased in, so some of the classes went to block before others," explained Nancy Waina, Director of the Guidance Department at Beaumont. "It is very helpful for the sciences, particularly for lab work. The art people love it because they have time to take out materials." Beaumont has followed block scheduling for the past five years. "Brain research says that students who focus on fewer subjects work a lot better," Waina said. Waina admits that there are some problems with the block schedule. "For some students it is difficult to be anywhere for 90 minutes," she said. Also, because schedules vary semester to semester, gaps occur. For example, a student may take math first semester freshman year and then second semester sophomore year, resulting in a full year math hiatus for that student. However Waina feels that block scheduling is the most productive system for the school. "Students aren't just sitting lecture style [for 90 minutes]. We vary the learning techniques. Ninety minutes allow you to do that."



BY ALEXA SYKES
NOTEWORTHY EDITOR

Who wouldn't jump at the opportunity to take only four classes in a day?

But, what if those four classes were each 100 minutes long? If Shaker were to implement a "traditional block schedule," an ordinary school day would be comprised of four different core classes each semester for 100 minutes each. Instead, a few double period classes have been added in order to engage students in the same way block classes do.

According to Principal Michael Griffith, there are several different types of block schedules, but most schools stick to the basic concept of "more time, same credits."

"Traditionally, students are taking full credit classes in short periods of time . . . they use 100 minutes or more for each class," he said.

He continued that Shaker has already implemented block classes for a few Advanced Placement courses such as AP Biology, AP Chemistry and AP Portfolio, which are comprised of two periods, or 100 minutes of instruction time. Griffith believes these more challenging courses require more time to "creatively address the curriculum."

Two other courses, American Experience and AP World Experience offered sophomore and junior year respectively, are also two periods long; one period devoted to history, and the other to English. However, Griffith acknowledged these teachers are able to distribute the time in anyway necessary.

"For example, some days could be 100 full minutes of English or 100 full minutes of history," he explained.

AP World Experience student Casey Slive believes that, because it's "in one chunk of time," the class is more effective.

"Frequently we'll spend a little over a period on one subject until we finish the lesson, so the extended period gives us more flexibility," Slive added.

While there are currently very few block classes at Shaker, Griffith said that the administration will "continue to explore places in our curriculum where extra time is necessary."

While Griffith acknowledges the benefits of longer class periods, he believes a block class period "depends on the curriculum."

His main goal is for students to learn in the most efficient way possible. "I would highly doubt we would make the whole day block classes," he said. "I don't think we should go totally one way . . . it wouldn't be good for [some people], just like straight periods for 50 minutes won't work for everyone."

Block scheduling is also emulated in a recent addition to the curriculum called Fast Track, which is aimed at students who failed courses during their freshman year.

This program, which is only available to about 15-20 students per year, allows the students to re-take full year classes such as Global Studies in one semester, and then take the sophomore classes such as US History during the second semester. Therefore, according to Griffith, by the end of their sophomore year, the students will be "back on track." Another possibility of block classes exists in the possible addition of the International Baccalaureate program, which provides a curriculum that is as or more challenging than the AP program.

According to Griffith, this program provides courses that are more individually oriented, and allow students to "get knowledge in the depth they need it," therefore allotting more class time, without meeting everyday.

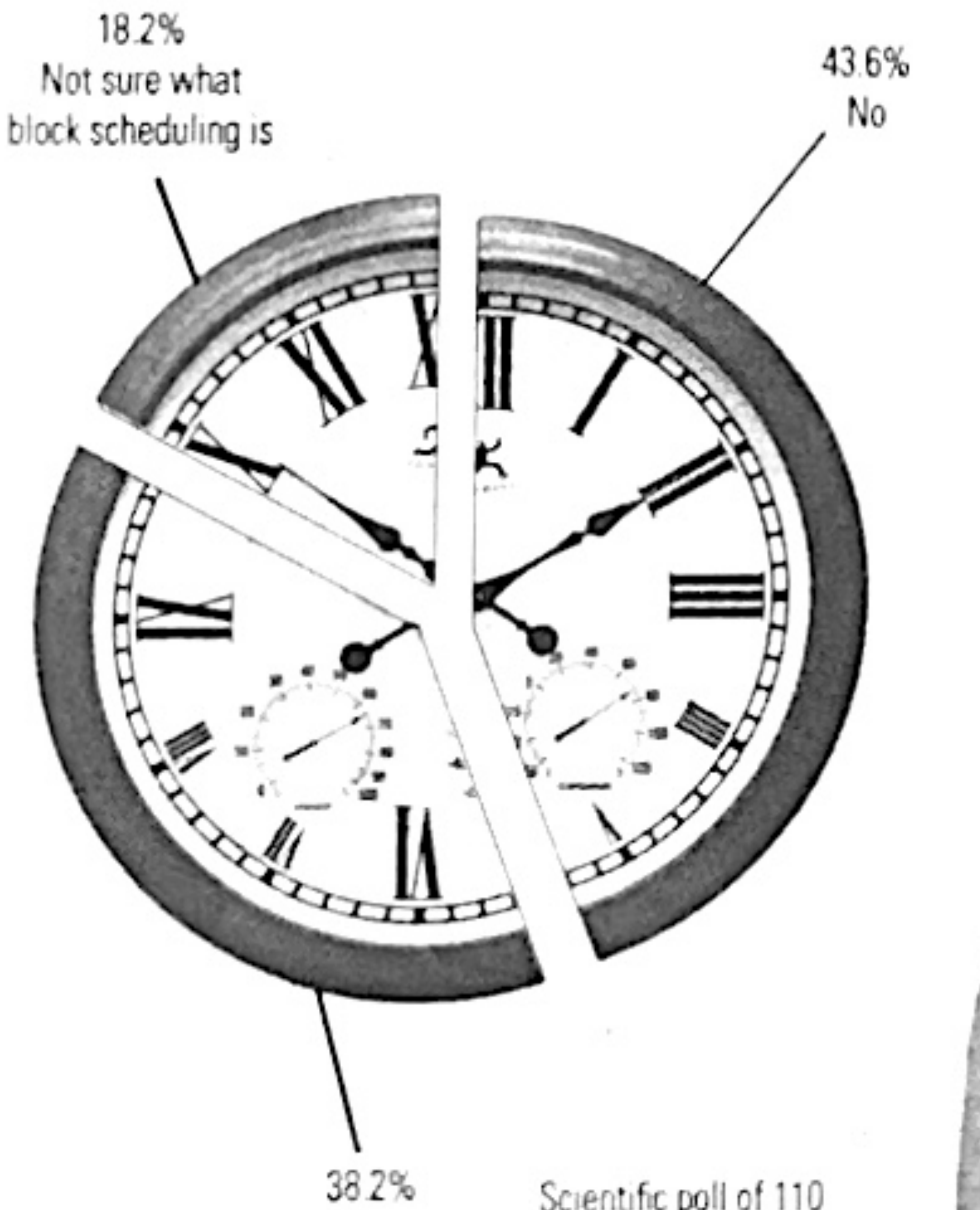
However, a program so labor intensive such as IB takes an enormous amount of planning, and, according to Griffith, would not appear in the curriculum for at least two years.

Although Shaker will never completely adopt block scheduling, Griffith does not seem hesitant to infuse certain aspects of it into the curriculum.

"Block schedules would not replace our normal schedule, they would be something added on to expand length [of classes] . . . they would allow students to really sink their teeth into the material," he said.

Photo Illustration by Alexa Sykes

WOULD YOU BE IN FAVOR OF BLOCK SCHEDULING AT SHAKER?



Scientific poll of 110 students conducted by The Shakerite staff margin of error +/- 9.8%

Infographic by Alexa Sykes

ADMINISTRATORS TAKE DOWN POSTERS CONDEMING FRIENDSHIP

BY ALEXA SYKES
NOTEWORTHY EDITOR

Administrators recently ordered the removal of signs that conveyed hidden messages about friendship and seemed to be sponsored by a nonexistent Visual Information Committee.

A Shaker Heights High School teacher, who asked to remain anonymous, took responsibility for the signs and explained that the Visual Information Committee was created as a joke. However, the teacher explained that the signs were designed to shed light on the dangers of forming a tight knit group of friends that becomes exclusive and begins to act like a gang. The teacher picked up on this behavior around the school.

One of the signs has a stop sign in the middle, with frowning faces holding hands around it. The other sign has a circle drawn with the word 'friendship' around it, with an equals sign and the word 'trouble,' represented by the letters 'TR' and a picture of a bull. Both are labeled with "Visual Information Committee," but according to Principal Michael Griffith, "this is not a school-sanctioned committee . . . we have never heard of it." Thus, when brought to his attention, he ordered Head of Security Vic Pharrell to remove the signs immediately, claiming that they "serve no purpose."

Pharrell acknowledged that non-sanctioned or unapproved flyers are not allowed to be displayed on school property, but didn't recognize the Visual Information Committee posters to be a problem. "The way I interpreted them, the signs didn't seem harmful," Pharrell said. "If we found out who the person was who put them up, we would just tell them to stop. If it were a threat, we would treat it more seriously," he said.

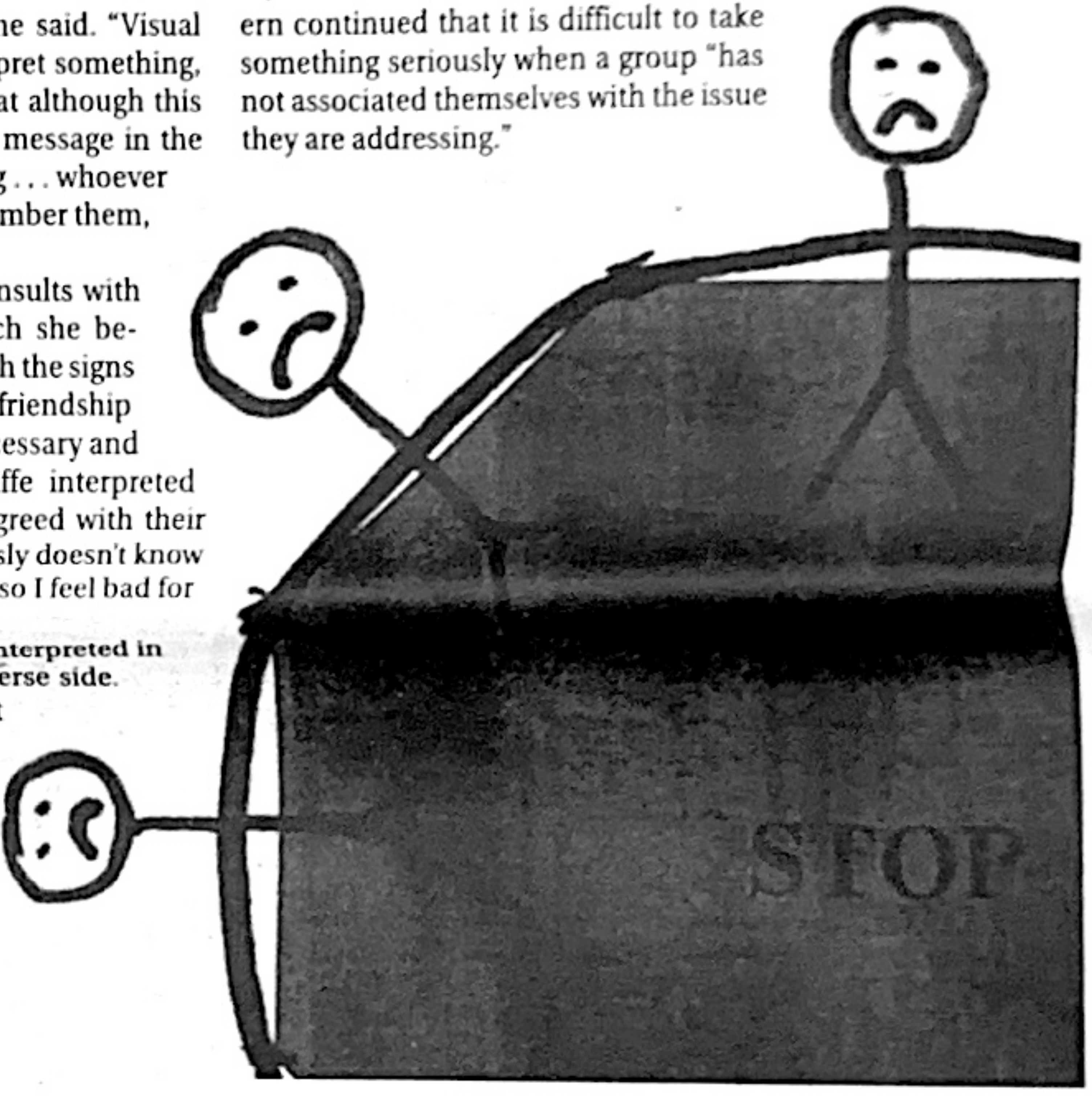
Before the removal, teachers and students questioned the source and the meaning of the posters' message. Psychology teacher Sally Hagstrand explained why the posters' visual approach was effective. "Visual memory is so much better than words," she said. "Visual representation gives us more than one way to interpret something, while words is just one way." Hagstrand realized that although this committee may not exist, they are conveying their message in the most effective way. "The signs really get you thinking . . . whoever made the signs, if they're trying to get people to remember them, they're doing it the right way," Hagstrand said.

School social worker Christine Ruma-Cullen consults with students about friendship and relationships, which she believes is the message behind the signs. "I disagree with the signs if they are condemning friendships . . . sometimes friendship causes heartache, but for the most part, they are necessary and important," Ruma-Cullen said. Senior Rachael Jaffe interpreted the signs the same way as Ruma-Cullen, and disagreed with their meaning as well. "Whoever wrote [the signs] obviously doesn't know what it feels like to have the closeness of friendship, so I feel bad for them," Jaffe said.

Hagstrand further agreed that the signs can be interpreted in an anti-friendship way, but quickly noticed the reverse side. "Part of me thinks a group like this is upset about cliques in school . . . how people interpret them has to do with their style or character. More optimistic people will probably interpret it in a positive way, such as 'stop being sad.' More pessimistic people have a negative interpretation, like 'stop circles of friends,'" Hagstrand explained.

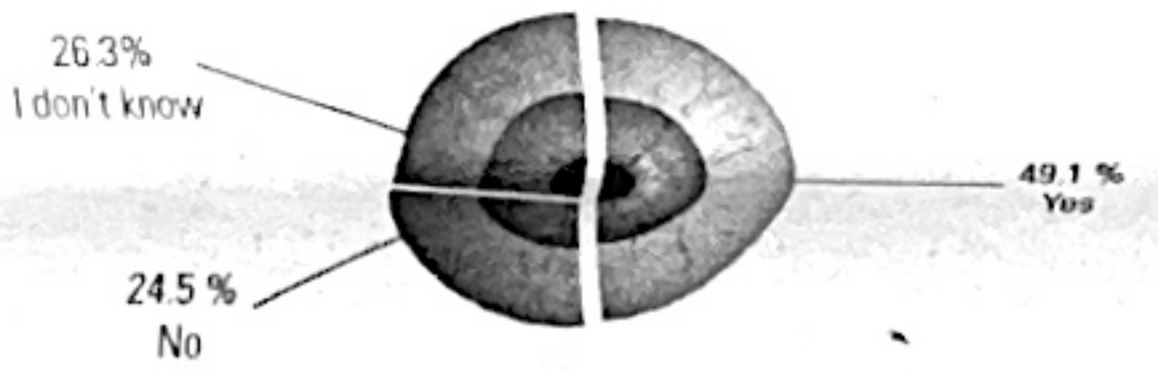
Still, Ruma-Cullen doesn't believe people will look at the signs and take them seriously because "it seems so far flung. It was creatively done although I don't agree with the message," she said. "Someone feeling very hurt about a relationship could've put them up," she continued, trying to make sense of the negative interpretation.

Minority Achievement Committee advisor Mary Lynn McGovern agreed that many won't take the signs to heart. "With no identification, people ignore it. No one knows exactly what the signs mean, or who they are associated with," she said. "They probably put Visual Information Committee on them to make it seem like a group that no one had heard of, or to make it seem more real." McGovern continued that it is difficult to take something seriously when a group "has not associated themselves with the issue they are addressing."

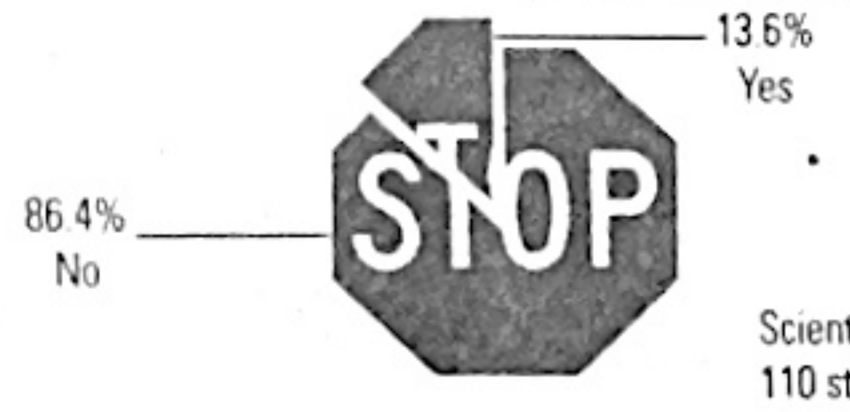


> They probably put Visual Information Committee on them to make [the signs] seem more real.
>
> Mary Lynn McGovern
> Minority Achievement Committee Adviser

DO YOU THINK STUDENTS LEARN BETTER BY LOOKING AT PICTURES THAN READING SIGNS?



HAVE YOU EVER HEARD OF THE VISUAL INFORAMTION COMMITEE?



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Infographics by Alexa Sykes

High hopes for Student Council Carnival '08

BY ALEXA SYKES
NOTEWORTHY EDITOR

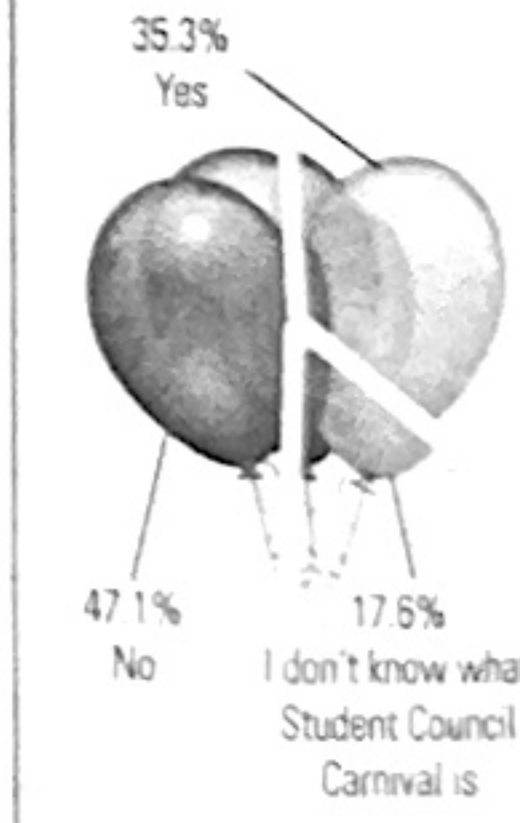
Merry-go-rounds, buttery popcorn, cotton candy and overpriced games could rightly define the word 'Carnival.' However, Shaker's annual Student Council Carnival on April 26 focused on raising money for school clubs rather than making kids sick from spinning roller coasters and sugary foods. According to Assistant Principal and Student Council adviser Eric Hutchinson, games, inflatable devices, performances and music provided by the Radio Club were all offered at the carnival this year. Hutchinson believes the carnival provides inexpensive activities for a good cause in a comfortable environment. "The purpose of the carnival is to bring the community together and provide a day of good clean fun and excitement for students and residents of Shaker," he said. This year, student council required, and expected, every school club to purchase a 20-dollar booth at the carnival that "promotes their cause." With over 50 clubs and organizations at the high school, Hutchinson believes "it would be wonderful if every group participated in the Carnival." According to senior Student Council president Kirsten Gassman, everyone is expected to promote their club through their booth's games and activities. "We want [the carnival] to help clubs and promote school unity . . . It's a really valuable event that reaches out to the entire community," she said. In order to increase the popularity of the event this year, Hutchinson hopes to "increase the communication to attract students from each school in the district." Gassman noted that the success of the carnival has grown over the last few years, and "last year was the first time I went and enjoyed it." But if more high school students unaffiliated with the clubs came, Gassman believes "it would be much more exciting."

Photo courtesy of Kirsten Gassman

LAST YEAR'S STUDENT Council Carnival featured many popular inflatable attractions that Hutchinson planned to bring back this year.

In addition to student council members, other clubs, such as German Club, engage in the festivities each year. German teacher Keith Szalay said the carnival "helps keep our club out there and involved with the community . . . people that wouldn't normally interact with the German Club get to see what we're all about." Their booth is notorious for selling delicious German food and displaying a giant board of a dirndl and lederhosen (man and woman), but bystanders can put their own faces on the bodies. According to Szalay, this attraction is three dollars, and most of the money goes to support the foreign exchange programs the following year. Hutchinson says the main purpose of the carnival is not only an opportunity for clubs to fundraise, but to "give them an opportunity for exposure, and to educate students and community about what their club is about." While unfortunately many clubs fail to participate, Hutchinson believes "more clubs only heighten the excitement."

DID YOU PLAN ON ATTENDING STUDENT COUNCIL CARNIVAL THIS YEAR?

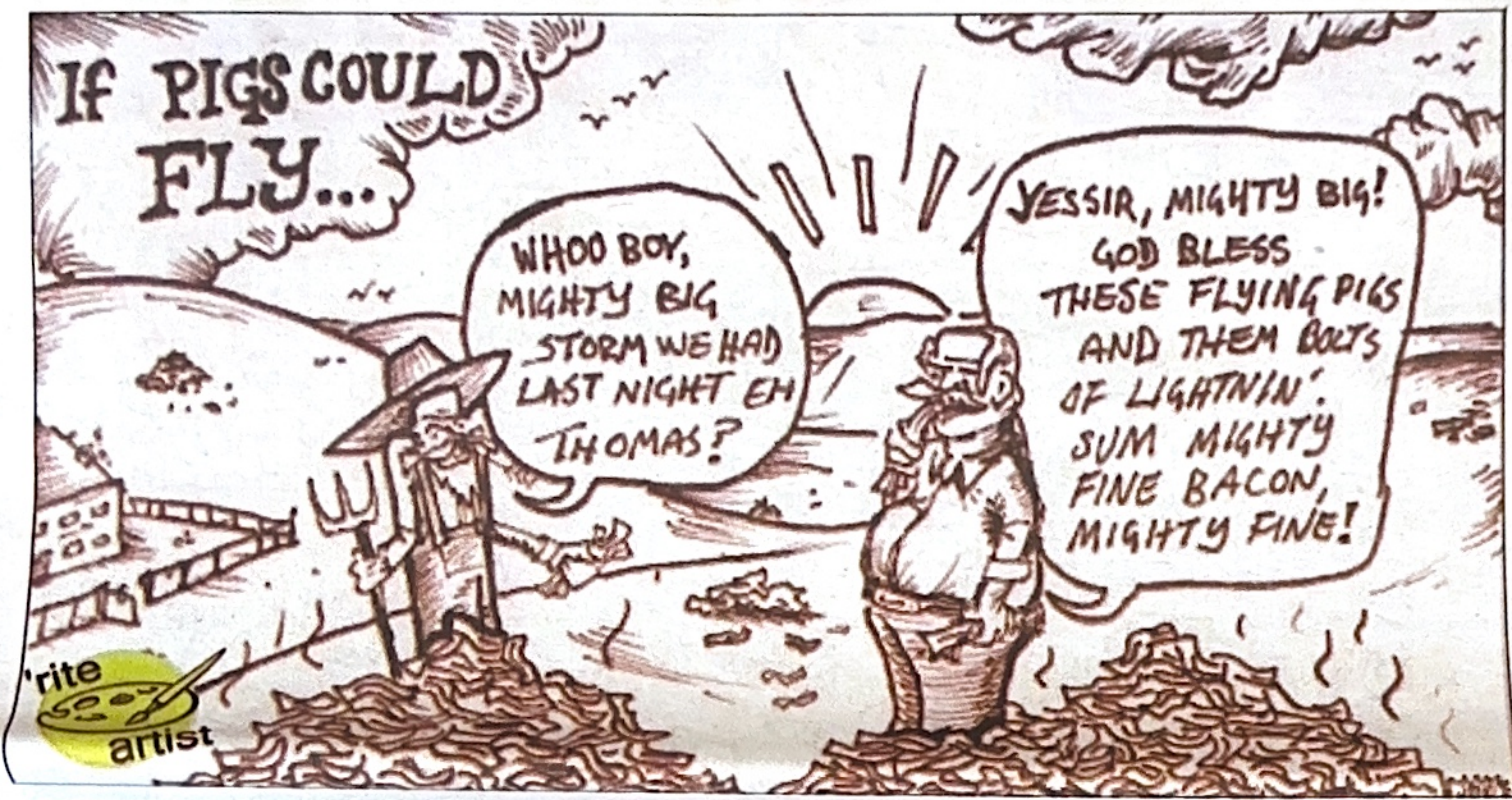


Scientific telephone poll of 110 students conducted by The Shakerite staff, margin of error +/- 9.8%

Infographic by Alexa Sykes

AGE REQUIRMENTS NEED REEVALUATION

There are rumors swirling that Ohio is considering raising the driving age to 16 and one-half. This is a step in the right direction, but by no means is it a strong enough measure. Eighteen years of age should be the magic number, when one can take part in "adult" responsibilities: smoking, joining the army, consuming alcohol and, yes, driving. By streamlining the process and mandating one nationwide age requirement, both the government and the youth will benefit.


IF PIGS COULD FLY...
WHOO BOY, MIGHTY BIG STORM WE HAD LAST NIGHT EH THOMAS?
YESSIR, MIGHTY BIG! GOD BLESS THESE FLYING PIGS AND THEM BOLTS OF LIGHTNIN'. SUM MIGHTY FINE BACON, MIGHTY FINE!
'rite artist

Joe Schorgl • The Shakerite

BUILDING UP a block schedule

• High school administration must take action to vary school day

This high school's administrators constantly advocate an active approach to academics. It's time for them to further hold up their end of the deal and make our learning more dynamic.

Shaker students don't need to think very hard about their schedules. They attend the same exact classes, in the same exact order, every single day of the week. They follow the same path from class to class and see the same people on the up-staircase and outside the library.

This monotonous daily routine breeds a state of boredom that affects students even before they enter the classroom. With all classes exactly 50 minutes long and quick 4-minute passing periods between, days seem to blend together with no end. And for unfortunate underclassmen with no study halls or free periods, days are not only repetitive, but also absolutely exhausting. While skipping classes provides a quick solution to these problems, what Shaker really needs is a reevaluation of our school day schedule.

Several area high schools, such as Beaumont, Beachwood and Orange, have successfully implemented versions of block scheduling. Whether their versions adjust the number of courses per semester or classes per day, they all share the basic principle of varying the daily schedule and length of classes.

Even for the best teachers, varying teaching techniques to cater to students' differing learning styles is difficult to do in only 50 minutes. Often, this forces one teaching style to dominate, alienating students who learn differently. Block periods, which are often double the time, give teachers a chance to mix teaching methods and create a class period that is more interesting and appealing to students. Longer periods also allow time for group work and project opportunities that can help students learn more effectively.

'rite idea

Equally as important is the variation block scheduling gives to students' schedules. Changing the order of classes and their length automatically adds interest to the day. You'll walk a different route, see a different face in the hallway and experience an overdue change in your daily routine. While you may usually sleep through English first period, now you'll have it after lunch, giving you a chance to actually tune into the book discussion. Plus, you'll get your participation points, which have been pulling your grade down this semester.

Therefore, we propose a modified block scheduling system similar to the one at Beachwood High School. Students follow a normal schedule three days a week and the other two days are used as block days. During these days, students attend three or four classes that meet for an hour and a half. On one of these days, there is also an open period that can be used for assemblies or class meetings.

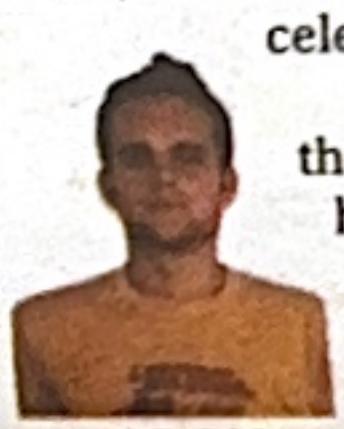
This system combines the regularity of a normal schedule with the flexibility of block days.

Shaker has already taken strong steps toward block scheduling - making AP classes like Chemistry and Portfolio two periods long. We encourage the administration to further this process and consider making the switch to block scheduling.

> "This monotonous daily routine breeds a state of boredom that affects students even before they enter the classroom. With all classes exactly 50 minutes long and quick 4-minute passing periods between, days seem to blend together with no end."

Student labor deserves respect

May 1 has totally lost its significance. For much of the twentieth century, the first of May, commonly called May Day, was the international day to commemorate, celebrate and glorify labor. Thus, I find it fitting that on this May 1, I too will celebrate the merits of labor.



JOSH DAVIDSON

The labor that I am addressing is the manual labor that so much of this high school participates in every week. The restaurant jobs, landscaping, retail fields and especially Heinen's are filled with this high school's youth. Though these jobs are seen by many outsiders as pointless, a waste of time and just another means by which students ignore their studies. I make the argument that these jobs are a necessary and valuable asset to teenage growth.

I think it is necessary that my generation get jobs while in high school. To be dependent on our parents at this age for our social lives, our gasoline and our parties, is ridiculous. No matter our grade, we will soon be in college, the military or the workforce. A high school job makes this transition from youth to adulthood easier.

In addition, there are real lessons to be learned from a job. I have been bussing tables at Tommy's on Coventry Road since my sophomore year. That's two years of slinging ketchup covered plates, half eaten falafels and scraps of toasted cheese, into bus trays and heaving them into the dish room. It's been exhausting, filthy and laborious, but the lessons I have learned are more numerous than the times I have swept out the cook station.

By taking part in manual labor, I continually give myself a break from the intellectual intensity I face in school. Every weekday I spend seven hours in classes and close to two hours doing homework. In this time I am absorbed in analyzing literature, soaking in history and trying to figure out slope fields and centripetal acceleration.

Work provides me with the perfect opportunity to actually take a breath. By doing manual labor I don't have to focus on advanced theories of political thought, just on making sure the dishes get cleaned.

I get to spend time at work meeting people, talking to my co-workers, who have subsequently become my friends, and also make some money. I get excited about going to work each week because of the freedom it gives me.

I have also learned some of my most important lessons from the "elders" at the restaurant. These individuals have been waiting tables or frying potatoes for twenty plus years. They are wise individuals who are more sure of themselves then most people I meet in the "intellectual fields" everyone around me strives for.

It is these characters, the labor they do and their collective impact that should be celebrated this May Day. As high school students, we can only learn from their example.

White doves and yellow ribbons

ROBERT ABRAMS

This past week I saw a Range Rover sporting a white ribbon bumper sticker that read I{Heart} My Shih Tzu."

I was reminded of the yellow ribbon movement that seemed to fade into obscurity as quickly as it had gained momentum a few years ago. For those of you who, like I, have trouble keeping track of which ribbons are for what causes, the yellow ribbons were originally symbolic of the 'Support Our Troops' movement.

At last month's antiwar rally, SDS had one sign with the message 'Support Our Troops, End the War.' Though it is a message I fully support, it seems difficult to achieve-- difficult, but not impossible.

One could argue that bringing our troops home is a form of support, but when push comes to shove and we find those in power unwilling to withdraw from the muddled Middle East, the question becomes, "How do I protest the war while supporting the troops?"

I make the assumption that readers are against the war in principle. If you are not, I refer you to *an enormous pool of opinionated and statistical literature that ought be enough to take the wind out from under the wings of the fiercest hawks.*

To continue funding the war is to fuel something that goes against our beliefs. To end the cash flow and provision of such necessities as food and, yes, weaponry, is to abandon fellow Americans in hostile territory with no way of fending for themselves. The middle ground is also unacceptable, as any level of funding for the war is still allowing it to continue, and any reduction of supplies to the troops compromises their well-being.

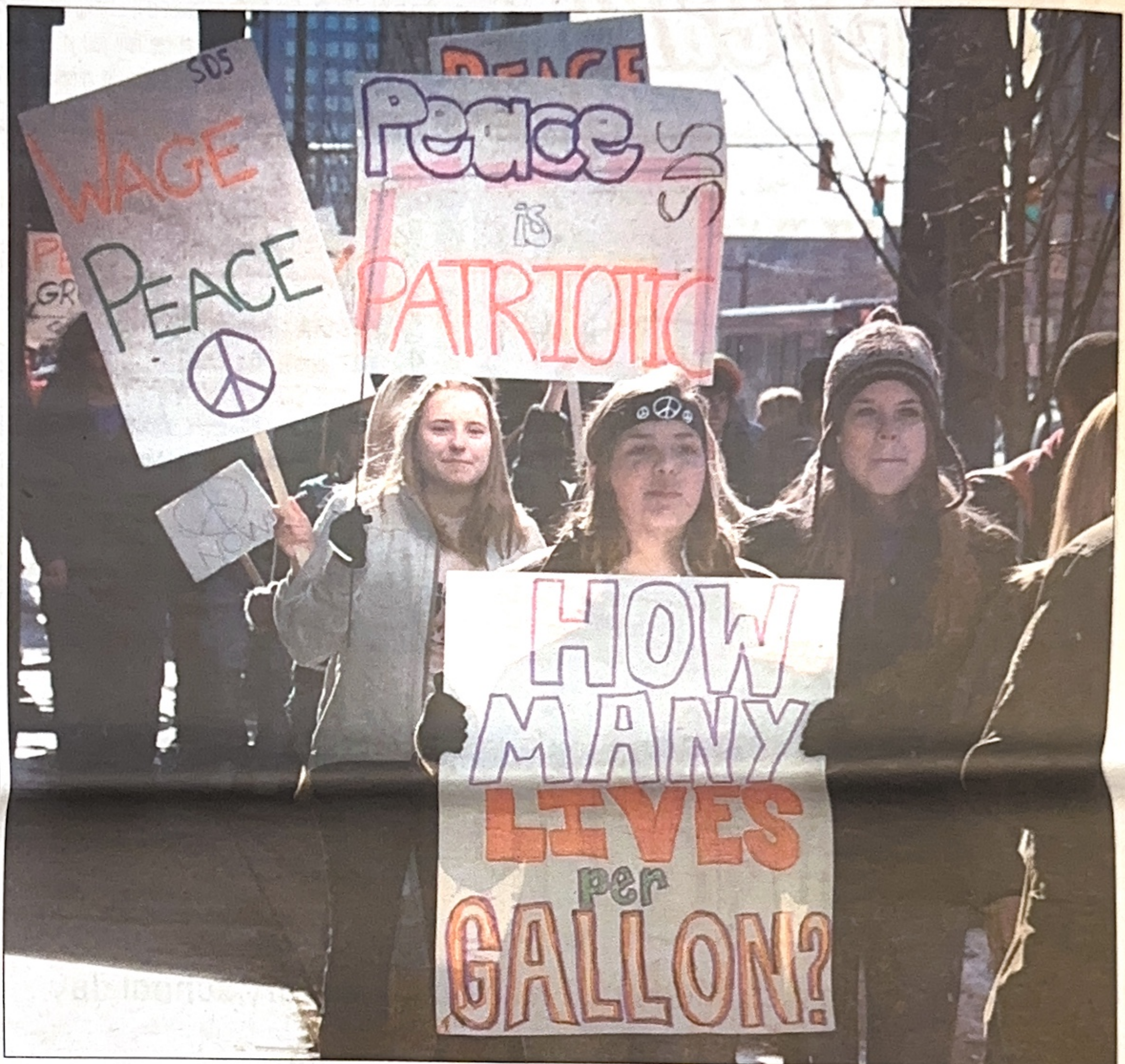
What, then, can we do? We look to history for the answer.

Vets returning from the horrors of Vietnam were greeted by angry protesters who made the tragic mistake of allowing hatred toward our involvement in that war expand to hatred toward all those involved. The brave men, whose country made them fight, were cursed at and spat upon by the very people they were ordered to protect. Surely that is not the answer. World War II, however, may prove more useful to reexamine.

When the United States was attacked at Pearl Harbor, the entire country got behind the war effort—not only in spirit, as occurred in the months following 9/11, but in tangible sacrifices on the homefront to aid the military actions abroad. Citizens used less gas, recycled metals, participated in a stringent food-rationing program and put forth an unprecedented level of industrial productivity. With our incredible homefront effort, we kicked Axis ass in WWII.

What we must do now is make the personal sacrifices needed for the big push OUT of Iraq. Whether it was right to enter in the first place, whether everything we have done will somehow turn out for the best, are moot points as of now. The best way to protest the war without compromising American safety (at home or abroad) is to power through to the soonest conclusion possible. So, continue lobbying for withdrawal, but also try recycling, using your bike and even starting fundraisers and rallies—not to garner support for the war itself, but for funding our way to the end of it.

I, for one, will be donning the yellow ribbon once more.



Bobby O'Connor • The Shakerite

SOPHOMORES HANNAH THOMPSON and Rachel Leonard and Freshman Julia Celeste demonstrate in downtown Cleveland against the war in Iraq March 20.

Reborn student group protests, inspires

JULIA CELESTE

I highly recommend, before leaving Shaker, that you take the opportunity to ride the RTA holding a protest sign.

You will receive everything from friendly waves and car honks to blank stares and cold shoulders (not to mention those who will flip you off).

However, if the experiment plays out anything like the one I had joining Students for Democratic Society and others in a war protest on March 20 in downtown Cleveland, it will certainly be memorable.

The protest, in response to the fifth anniversary of U.S. troops in Iraq, was part of the revival of SDS, an organization that first began in the 1960s civil rights and peace movement. Seniors Josh Davidson and Lena Newman lead Shaker Heights High School's modern day chapter, one of the main organizers of the protest. Many teens and adults not in SDS also let their voices be heard during the protest.

As soon as Davidson took the megaphone at the Soldiers and Sailors Monument downtown, I knew that I was part of something truly remarkable. He explained why all of these different people had gathered to rally around the issue of war. As we then began to march to the federal building chanting "Peace now," you could see that others were beginning to realize it as well.

Next, Shaker students stood up, starting with senior Robert Abrams, not to specifically talk about the war, but about our generation. He said, "I am tired of being told that we are the future. Why do we have to wait to make a change? I look around today, and I don't see the future. I see the present. Don't get too comfortable," he shouted, now addressing the federal building, "because we're on our way!"

In that moment he seemed so sure that he was not only making a difference but also that he was making the right difference.

I saw the people gathering at the nearby windows looking down on the crowd of teenagers and young adults, and I knew that together we were being heard, and on some scale we were making a difference. I am not saying that in one day I personally changed the world, or that SDS as a group changed the world, but I do honestly think that SDS as a group had some impact.

I received inspiration from freshman Mackenzie Taylor, who spoke about her uncle who is fighting over in Iraq. Taylor said that she didn't want to be the one to tell her cousins that their father wasn't coming home, and went on to say that she couldn't justify the war or her uncle's potential death.

When I finally got up the courage to grab the bullhorn and speak my mind I couldn't find words and I wasn't making sense. But once I got my head together and felt my friends assuring me, I realized what I wanted to say and what needed to be said. I spoke about not wanting to count the Shaker students I'll see graduate with my brother who will die in a war that has no foreseeable end. I spoke of being tired of my generation not being heard.

We are ready to make change.

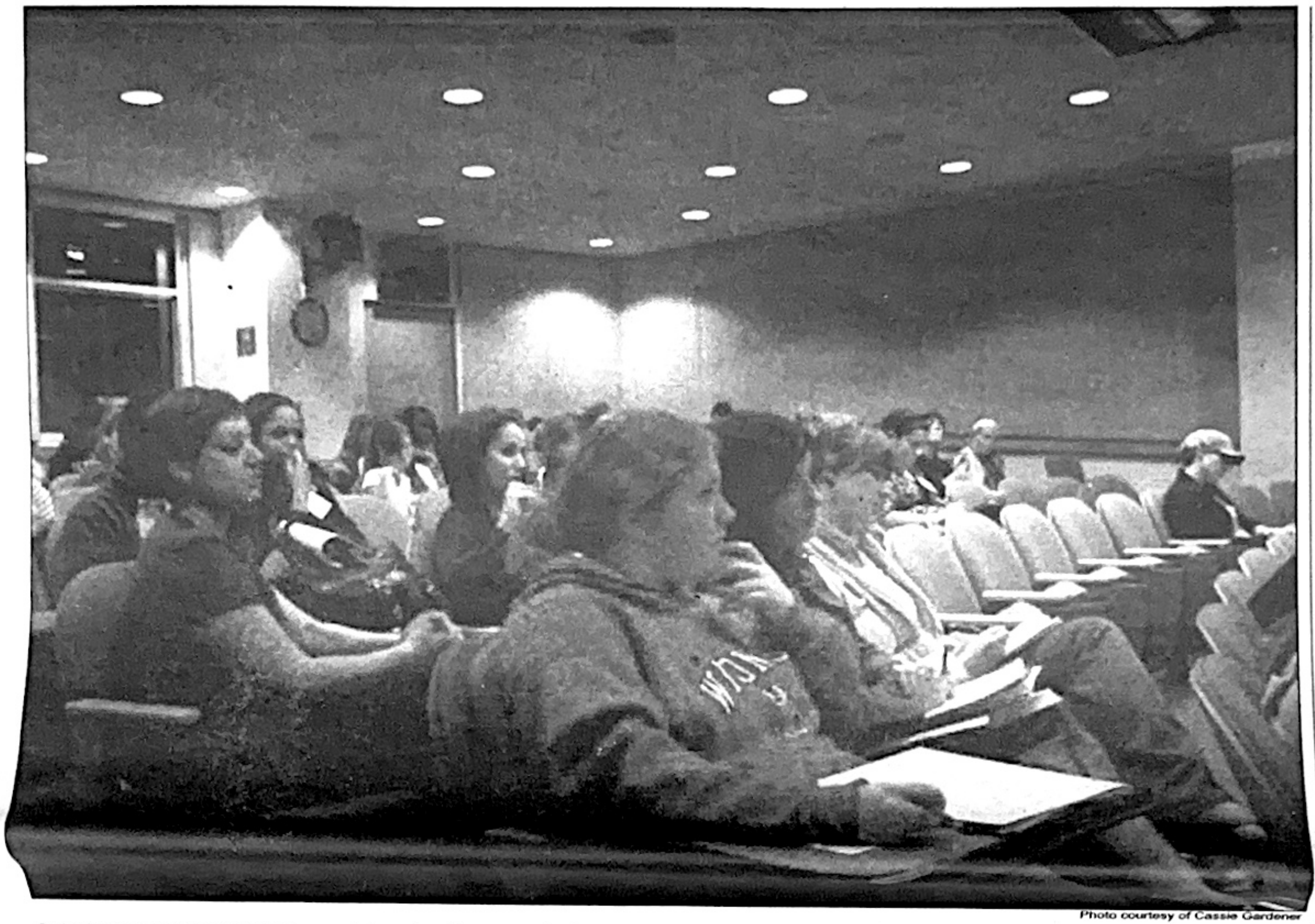


Photo courtesy of Cassie Gardener

SUMMIT ATTENDEES LISTEN in a workshop about the connection between population and climate change. Teens were educated about these and similar issues.

Weekend in D.C. trains teens in environmental, health activism

KELSEY DEFOREST

What do you get when you send 55 young activists to Washington D.C. for the weekend?

Hopefully, change.

At least that was the goal for the One Voice: Reproductive Health and Population Summit, hosted from April 11-14 by Advocates for Youth, the Feminist Majority Foundation, the Sexuality Information and Education Council of the United States and the Sierra Club. The Summit met to discuss the correlation between environmental conservation and family planning; as well as, to offer these young activists the tools and assistance necessary to bring change back to their home states and communities.

Participants ranged from ages 17 to 24 and came from all over the country as well as a few who came from beyond our borders. For me, it was an amazing opportunity to learn more about these issues as well as to make connections with the people who will be defining both the pro-choice and environmental movements over the next generation.

The weekend ended in a day on Capitol Hill, lobbying to both senators and representatives to support an increase in the international family planning budget to $1 billion and to co-sponsor the Responsible Education About Life Act, which would create a federal funding stream for comprehensive sexual education.

I talk about feminism every day, in some aspect, to someone. It is usually in general terms, probably an explanation of something. Gathering 50 plus other people, who all do the same thing, offered a unique opportunity to discuss finer points within the feminist movement where fellow activists tend to disagree.

Topics such as sex workers rights, population control and international aid were all discussed not just at the conference, but also in the lobby, on coffee runs, over dinner and during monument tours. Not everyone agreed all the time, and that was what made it so significant.

We were given the opportunity to analyze everyone's viewpoints and decide on the best ways to promote our issues without offending anyone. We were also provided the information with which to support and defend our arguments. The vast array of statistics alone that are the base for a convincing proposal was astounding.

> "Comprehensive sexual education saves lives, compared to the abstinence-only-until-marriage programs that have been proven not to work in delaying the onset of sexual activity."

The Summit also gave us an opportunity to share common experiences and frustrations in the activism we take part in on a regular basis. One girl from Massachusetts expressed frustration that, in her small town, her health teacher had better access to models and education materials than the clinic she worked at. A common irritation was in the lack of support we get in issues that seem common sense, such as sex education or equal access to information and resources.

We want women and children to lead healthy lives across the globe and to be able to make educated choices about what they want to happen to their own bodies. Comprehensive sexual education saves lives, compared to the abstinence-only-until-marriage programs that have been proven not to work in delaying the onset of sexual activity.

As Nicki Babayeva, one of the key note speakers, who is a junior at University of Maryland College Park and immigrated from Baku, Azerbaijan at 13, said, "This is about being a part of a group of young people committed to social change . . . We are connecting on the ideals level. We are focused on what makes us similar and, with that in mind, we act."

Giving feminism a makeover

LENA NEWMAN

Feminism is dead.

Unless, of course, it isn't.

No one seems to be able to agree.

Is feminism over, or is it getting a makeover?

As feminists from the 60s and 70s are aging, they seem to be growing increasingly desperate in their efforts to pass on the torch they so brightly illuminated. With seemingly no one eager to take over, it would appear that feminism in its hippy-era incarnation is dying.

But what about the argument that a new kind of feminism is taking hold of our generation, the kind that encourages women to celebrate being "girly" while still lobbying for equal rights?

This might be a departure from the more active feminism of our mothers and grandmothers, but it is still feminism.

As the daughter and granddaughter of two proudly feminist women, I have always felt a nostalgia for the former brand of feminism, romanticizing rallies for reproductive rights and wearing buttons with aging slogans.

But as an avid fan of "Sex and the City" as well as fashion and the color purple, I also identify with the current idea of feminists who fully embrace their femininity.

Why shouldn't it be okay for me to read snatches of "The Feminine Mystique" in between coats of pink nail polish?

For me, the question is not so much whether or not feminism is dead. The movement is alive, but it is struggling to adapt. The Old Guard (feminists from the pre-1990 era) asserted that the personal was political, and it still is today. The issue is how to help feminism transition from the political arena that it so loudly occupied 40 years ago to the personal arena that it needs to effect change in now.

My generation has yet to take up this task. Things like Title IX have rendered us content in our apathy. And while we're busy playing soccer, with our team getting as much funding as the boy's team, feminism is left out to dry.

Just because the classic issues feminism addresses have largely been resolved does not mean we should stop. It is our generation's responsibility to set our own agenda of pressing concerns and to mobilize to make change.

Unlike our forbearers, burning bras in hand, we have failed to continue voicing our discontent with the status quo, pushing aside feminism like some outdated or slightly moldy concept.

Supposedly living in the post-third wave world, we seem to have given up on feminism, because we have swallowed the line that our work is done. The fight for equality is never over.

When women passively allow words like "slut" and "ho" to pass into society's vocabulary as acceptable synonyms for "woman," we are subverting decades of hard-fought advances.

When women willingly participate in a consumer culture that relies heavily on advertising that objectifies them, we are supporting our own oppression.

The work of women is far from over. Feminism is not a concept that should be confined in the pages of a history book, relegated to its own subheading as a movement long over. As a new generation of women takes over feminism, it is our responsibility to keep the movement strong.

PERFORMING ARTS SHOWCASE COMING TO TOWN NEXT YEAR

The 2009 International Showcase of Performing Arts for Young People will be hosted by Cleveland's Play House Square Jan. 21-24. International Performing Arts for Youth holds the only showcase in the country that focuses on live arts for youths. Playhouse Square hosted the showcase in 2005 and 2007. "It is an honor to host this conference of international magnitude, and to welcome performing artists, presenters and arts educators from across the globe to our facilities and to downtown Cleveland for four days," said Art Falco, president and CEO of Playhouse Square in a Playhouse Square press release.

FRAMING ART MOVEMENTS

- This simple guide to some of the most famous art movements will help you understand what you are seeing in some of the world's best-known paintings.

SURREALISM

Origins: The Surrealist movement evolved in the 1920s and worked to join the subconscious mind with a free association of imagery. Although Surrealism began as a literary movement, with works such as André Breton's "The Surrealist Manifesto," it quickly evolved into an artistic style.

Names to know: Max Ernst, Joan Miró, René Magritte and Salvador Dali are known for their Surrealist paintings.

How to recognize it: Surrealist paintings will often seem to be a juxtaposition of random images and appear to be a dream-like or

POP

Origins: Beginning in London during the 1950s, the movement is now considered to be a mainly an American trend. The movement reached its peak in New York City in the 1960s, fueled by political sentiments, but its themes are still presented in artwork today.

Names to know: Leading artists included Jasper Johns, Roy Lichtenstein, Claes Oldenburg and, best known, Andy Warhol.

How to recognize it: Pop art celebrates mass production, advertising and consumerism. Bright colors and everyday objects and images will commonly be used.

CUBISM

Origins: Begun during the early 1900s in Paris, Cubism represented an overall change to perceptions and applications.

Names to know: Pablo Picasso and George Braque are perceived to be the creators of the Cubism movement and are well known for their paintings.

How to recognize it: Cubism emphasizes the flat surfaces of an image. The image may seem fragmented as several sides may be portrayed in one painting.

IMPRESSIONISM

Origins: Following the Realist movement and the invention of photography, Impressionism developed in France in the 1860s and 1870s. After 15 years, the movement began to deviate from its initial model but has stayed a main influence in most modern movements.

Names to know: The principle painters were Claude Monet, Pierre Renoir, Camille Pissarro and Paul Signac.

How to recognize it: A focus in the paintings is the impact of light on natural objects, surfaces and landscapes. Natural colors, objects and themes are usually portrayed. Tiny brushstrokes make up the image, as a whole. When you stand close to the painting, the overall impact of the piece will be much different than when you stand away from it.

ABSTRACT

Origins: A truly American movement, the Abstract movement evolved in New York following World War II. The movement represented a new evaluation of one's self and one's role in society.

Names to know: Abstract artists Franz Kline, Hans Hoffman, Arshille Gorky and, the particularly famous, Jackson Pollock are known for their abstract art.

How to recognize it: It can be recognized by the fact that it follows no rules and will not fit into the other categories.

Compiled by Kelsey DeForest
Information from Martinlawrence.com

GALLERIES OFFER LOCAL, BITE-SIZED ART EXPERIENCES

- With the information on how to analyze various art movements from above, you will be ready to check out some of the local galleries.

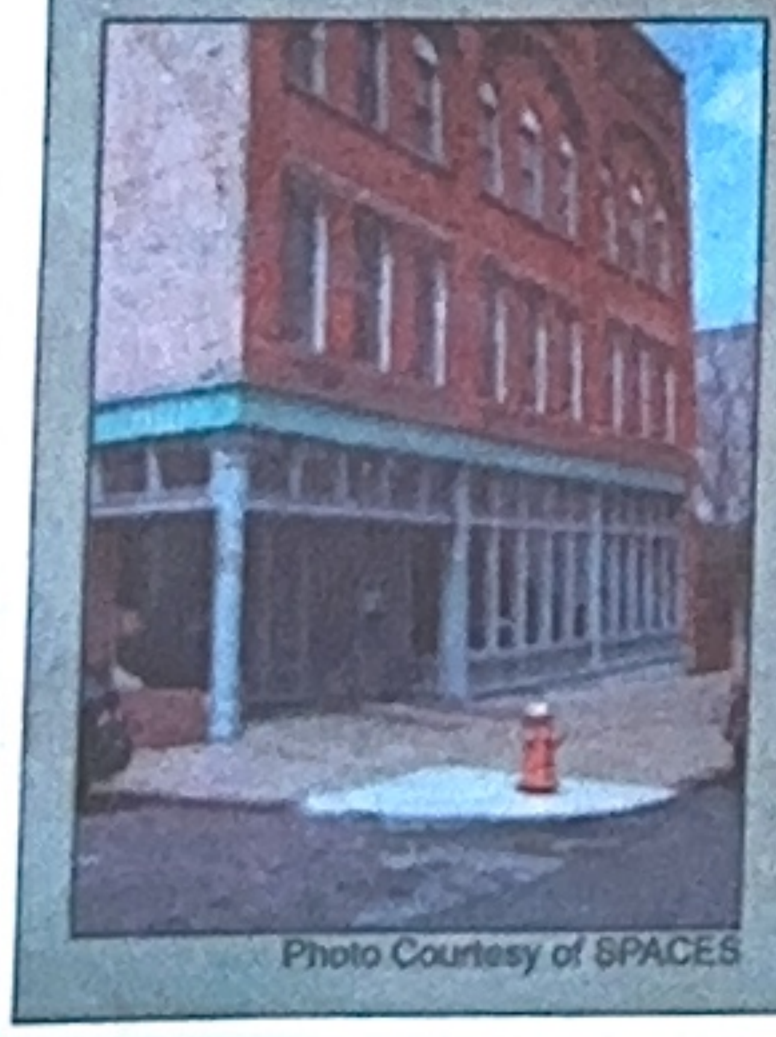


Photo Courtesy of SPACES

SPACES

www.spacesgallery.com
2220 Superior Viaduct

SPACES (left) is an artist-run gallery that attempts to give artists both creative freedom and audiences. SPACES exists to promote experimentation through gallery exhibits, public programs, educational services and artist residency programs. Particularly innovative is their World Artists Program, a six-week residency program for regional, national and international artists.

Photo Courtesy of Yahoo! Local

SHAHEEN

www.shaheengallery.com
740 West Superior Avenue, Suite 101

This gallery (left) focuses on modern and contemporary art. It has proven to be a great place to see the work of up-and-coming artists as well as, experienced artists looking to expand their audience or display an experimental style. SHAHEEN exhibits drawings, paintings and sculpture of both American and European artists.

ARTEFINO

www.artefinogallery.com
1900 Superior Avenue

Artefino (below) consists of paintings, print, sculpture and jewelry. The perk in this gallery is the attached café, offering a variety of beverages and foods. The bright, open space not only seems like a classic artists' hangout, but also a fun date spot.

ARTEFINO
ART GALLERY CAFE

Photo Courtesy of Artefino

Compiled by Kelsey DeForest

Courtesy of Dan Whitely

SHAKER STUDENTS APPRECIATE the historical architecure of the Rialto Bridge. The bridge arches over the Grand Canal in Venice, Italy.

ART DEPARTMENT GOES ABROAD

BY COLIN JACKSON
LIMELIGHT EDITOR

Armed with a fully charged iPod battery and a small Italian/English dictionary, senior Sam Miller boarded a plane destined for New York City and then Rome, Italy, completely unaware of the artistic revelation about to occur.

Miller joined others from the Art Department on this trip to Italy where they explored the work of such famous artists as Leonardo Davinci, Michelangelo and Donatello.

Department chair, Dan Whitley, has organized seven international trips including excursions to Amsterdam, Greece and, this year, Italy. The theme of this year's trip was surrealism; inspiring the theme for this year's art fair.

"The trips are customized for our studies," said Whitely, who added that the trip serves as immersion training for the blossoming artist. "I want them to see as much as possible," says Whitley.

His action packed days push students into the vast world of art in a very short time.

The intense schedule sported 20-hour days, including several tedious bus rides, but remained a hit with the students.

"At the end of every day you were exhausted, but you had seen a lot," said junior Kasey Rosswurm.

"I had the intentions of going just for the experience, and I had no idea I would see such amazing artwork," said Miller who added that, like many other high school students, he sees anytime out of class as a good time.

> "People dream of seeing just half of what I saw in Italy."
>
> Tim HIll
> Senior

But Miller found the trip offered much more then he originally anticipated. "We saw tons of mind-blowing paintings, sculpture, even ancient architecture," said Miller.

A favorite aspect of the trip was the scenic landscape and architecture of the country.

"There are cathedrals on every corner," said senior Tim Hill, who particularly enjoyed visiting the Duomo and the Sistine Chapel.

The intriguing painting on the dome of the Duomo simply mesmerized him. "We sat there for 40 minutes," said Hill. "You would see something and then look again and it would be something else that would amaze you."

The trip to Italy offered something different for each of the SHHS students. For Rosswurm, it was not the bustling cities of the European boot that she enjoyed most. Instead, she found a single city on a hillside to be most moving.

"[My trip to] Assisi was my first time really being in Italy," said Rosswurm, who described the hilltop city as a peaceful walkway up a concrete slab. Founded in 1208, this ancient town is often seen as a gateway to the past through its medieval architecture. Rosswurm added, "When we got to the top there was a wonderful landscape of hills."

"People dream of seeing half of what I saw," said Senior Dan Shinkle who, after his visit to the Italian shores, said he would never be the same.

"Being in a place that beautiful makes you reevaluate the world around you," said Shinkle.

Hill said that Italy left a major imprint on his perspective, artistically and mentally. "Italy was really just a mind-blowing experience," said Hill.

Nine days later, with a total of 4 hotel stays and approximately 18 bus rides, the troop departed from Italy.

"It never hit me that we were in Italy until we left," said Rosswurm. But, she was never so happy to be bringing a little piece of Italy home with her.

THE MANY FACETS OF SHAKER ART

•A look inside a few of the Art courses offered at Shaker

GRAPHICS

Keaf Holliday has been teaching the graphics courses since 2001. His class is unique because they do authentic work packaging, DVDs, CDs, book covers, and posters used for Art Fair. Graphics usually consists of about 20 students. "Most students at this level continue to Graphics III, and consider art in college," said Holliday. Some students continue on with graphics as their career. Holliday looks forward to the laughs he shares with his classes. "I guess the funniest story is when I brought in a whole bunch of Girl Scout cookies for my class, and when I turned around to get some they were all gone. It was hilarious," said Holliday.

OIL PAINTING AND DRAWING

Daniel Whitely has been working at Shaker for [illegible] years, [illegible] of which have been spent in the Art Department. Whitley is a professional artist who went into teaching with the belief that you should learn from the past so you can project to the future. "I love to do the still life project with my drawing class because they really open up for the first time." Many of the kids going through the program pursue art post graduation either through an art school or a minor program. This year's art classes were also lucky enough to have a chance to go to Italy. "Everything there was just absolutely beautiful. It was a lot of fun to look at these paintings that were drawn by these world famous artists," said Whitely.

CERAMICS

Susan Weiner has taught art in Shaker for 18 years. "Sculpting can be more of a sophisticated concept but is always a good time," said Weiner in reference to her class. Contrary to other art forms, she said, "Students that have participated in sculpting, and ceramics don't seem to really continue it as a career." Weiner's favorite project in the course is the portfolio project, which combines art and writing. It's a daily journal that the students write in, transforming a theme from life into a piece of art. "One year, a girl in my class picked her theme as basically a potato head," said Weiner. "She claimed all she did was watch T.V. It was pretty funny."

JEWELRY

Karen DeMaro has been teaching for about 20 years. "I love to watch the first kids come in and be proud of the work they have done," says DeMaro. While some students in past years have taken on creating jewelry as a career, most continue it as a hobby. "Lots of time, the boys in my class don't want to do anything until we work with metal and stuff. [Then] they get all manly and excited." For the Art Fair, DeMaros' students use the skills they've learned to create their own line of jewelry. Shekinah Bell fell in love with the jewelry the first time she went to the Art Fair and wanted to try the class right away.

Compiled by Emma Bresnahan

New Stages: a step outside the box

Most people hear the word "drama" and think of catfights, adolescent girls who exaggerate or even High School Musical (gag).

But when I hear that word, images of a black box theatre, frenzied dressing-room activities and the jitters from opening night come live once again.

SIMONE DUVAL

Let me backtrack. Up through junior year, I have been pretty involved in school activities and clubs. A little Mano en Mano here, a little tennis team action there, even a sprinkling of Student Council over there. However, in my vast repertoire of extracurriculars, participating in theatre had never crossed my mind. Standing up in front of hundreds of people and acting as someone I wasn't? No, thank you.

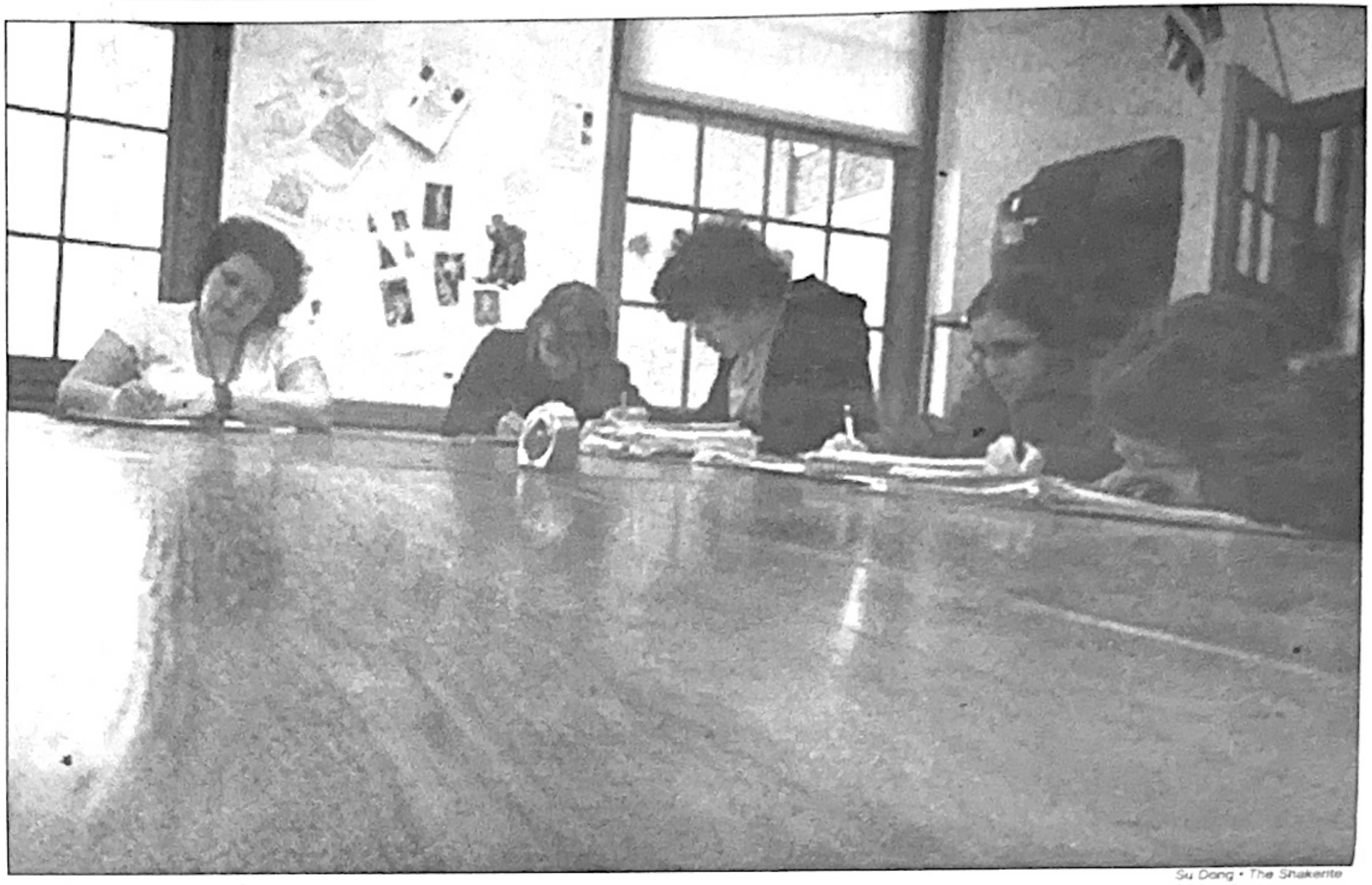
To me, theatre, though a lovely, eloquent way of telling a story, was never an extracurricular option. The drama department seemed to be filled to the brim with widely gesticulating, expressive students about to burst into song or break-dancing battles. Theatre was not the place for me. Or so I thought. Fast forward to that fateful day of auditions for New Stages 26. In the 26th year of the program, specifically designed for students who have no prior experience in theatre, seven short, student-produced plays were in the making. As a few of my friends were trying out, just for the fun of it, I decided to give it a go.

Callbacks came, along with further requests to read a couple lines and act out a scene. Frankly, I was relieved when it was all over, as I was convinced that my horrendous last audition had ruled me out for any part. Throw in the fact that I was deliriously happy to leave school before 6:00 p.m., and I guess you could say I thought my theatre run was short lived.

Surprise, surprise: the director for 'Sound', one of the plays written as a silent movie (i.e. there were basically no spoken lines), called and told me I had gotten the part of Janet, a trophy wife who had been replaced by her husband's obsession with his new invention: a "talking" movie projector. Acting without saying anything? How hard could it be, I asked myself.

I accepted the role of Janet, along with the four weeks of intensive rehearsal, without realizing exactly what I was getting myself into. What I thought would be an overburdening activity turned out to be four of the most eye-opening weeks I have ever experienced. In taking this risk, I learned so much about myself just by stepping outside my comfort zone. Moreover, my transition into theatre was warmly embraced by the directors, the stage production manager and the cast. Even the department chairwoman herself, Christine McBurney, took great pains to make sure each company member felt included and tuned in to what was going on.

Furthermore, while participating in New Stages 26, I met other students whom I never would have gotten to know outside this program. Underclassmen, upperclassmen, even fellow-classmen, they all surprised me with their talent, humor, hard work and modesty. No one had the lead role, as the program required a variety of actors to fill each of the 22 roles. We were all, as cliché as it sounds, the stars of our own shows.


Su Dong • The Shakerite

THEATRE DEPARTMENT CHAIRPERSON Christine McBurney instructs her 15-student playwrighting class in the structure and techniques of theatrical text.

CLASS CREATES PLAYMAKERS

BY WESLEY LOWERY
EDITOR IN CHIEF

Parents, teachers and students cram into the 86-seat Stage Three each March to witness a night of theatrical talent. Whether it's the Thursday, Friday or Saturday night performance, one thing can be expected of each New Stages production- a sellout. This year was no exception, with tickets for the 7-show event quickly vanishing. But what sets New Stages apart from the various other yearly productions is that each and every play performed is student-written.

According to Theatre Arts Department Chairperson Christine McBurney, this feat would be impossible without the high school's Playwriting class. The class, which began in 1981 by former Department Chairperson James Thornton, consists of 15 students, responsible for writing, directing, casting and managing the production.

McBurney, who has taught the course for six years, said that, unlike many other theater classes at Shaker, the Playwriting class attracts a diverse mixture of theater and English students. "Some have been doing theatre since they were three, and some have never seen a live performance," said McBurney, "And then there are students who are writers interested in the challenges of a new form."

One of those writers is senior Suzanna Pretzer, who had two of her plays featured in this year's New Stages production. Prior to her freshman year, Pretzer requested that her guidance counselor allow her to enroll in some form of creative writing course. Her counselor, Dr. Morgan, pulled a few strings, getting Pretzer into the Playwriting class, which is not normally a freshman elective.

Pretzer cites the atmosphere offered in her first period class as one of her favorite aspects of the course. "I love . . . the collaboration and personal involvement that everyone has because it is a small class and an elective," said Pretzer who added, "Everyone is there because they want to be there."

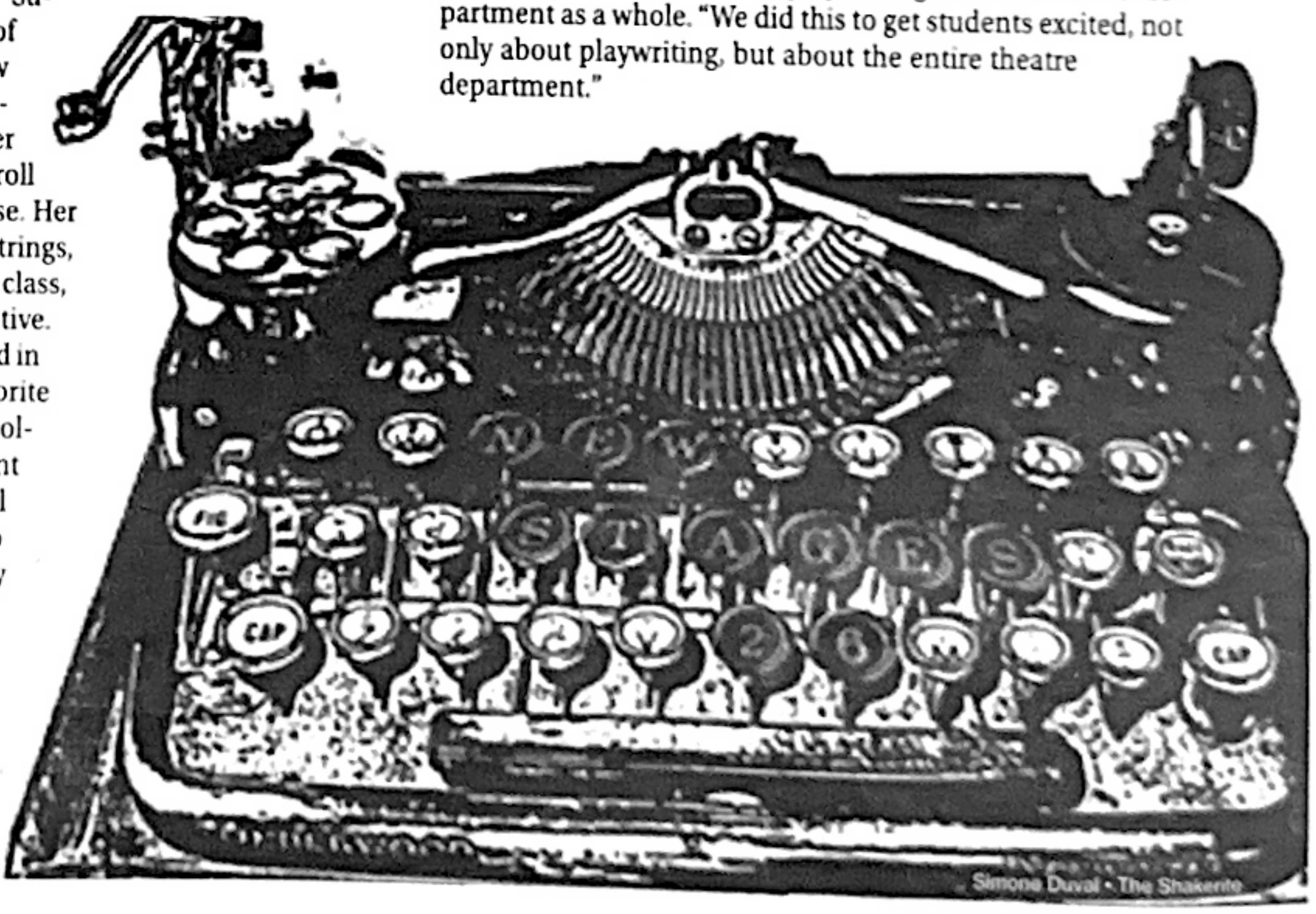
Though an important part of the Playwriting course, the New Stages production only factors into the second semester curriculum, the first 18 weeks consist of heavy studying and the writing of one-act plays. "First semester I teach a lot about structure," said McBurney, "Playwriting is a very specific form of writing."

However, once January hits the playwriting students focus their class time primarily on the production of New Stages. According to McBurney, participation in the production is not optional for playwriting students. "Everyone plays a role, either as a playwright, a director or a team member of the production or technical team."

In addition to re-writing and editing their plays, playwriting students are required to thoroughly prepare for each New Stages production. "I do a crash course in directing," said McBurney, "We look at past New Stages videos."

However, despite twenty-six successful years, low enrollment in next year's playwriting course threatens to cause the cancellation of New Stages 27. "Right now, the number of students enrolled in playwriting is very low," said McBurney, "And if there is no playwriting than there is no New Stages." In response to the potential cancellation of the playwriting course, the Theatre department scheduled lunch-time showings of the New Stages play "Ringtones."

Director Jack Sutorius saw the showing as a unique opportunity to help both the playwriting course and the department as a whole. "We did this to get students excited, not only about playwriting, but about the entire theatre department."



Simone Duval • The Shakerite

heard in the halls

Student 1: "All black people are really good at water polo."
Student 2: "What? Black people hate water!"

"If you see a female chromosome lying around anywhere, it's mine!" 3/19

"Do you guys ever put Purell on yourself instead of taking a shower? Because I do that." 4/18

Student 1: "Why does Starbucks use tall, grande and venti?"
Student 2: "Because small, medium and large are for poor people!" 4/3

Student 1: "I started my period like two weeks early."
Student 2: "Maybe you're pregnant. . . and maybe your uterus exploded." 4/9

- Whether by donating tangible objects or money, students take advantage of opportunities to give back to the high school

Thanks for the education, Shaker

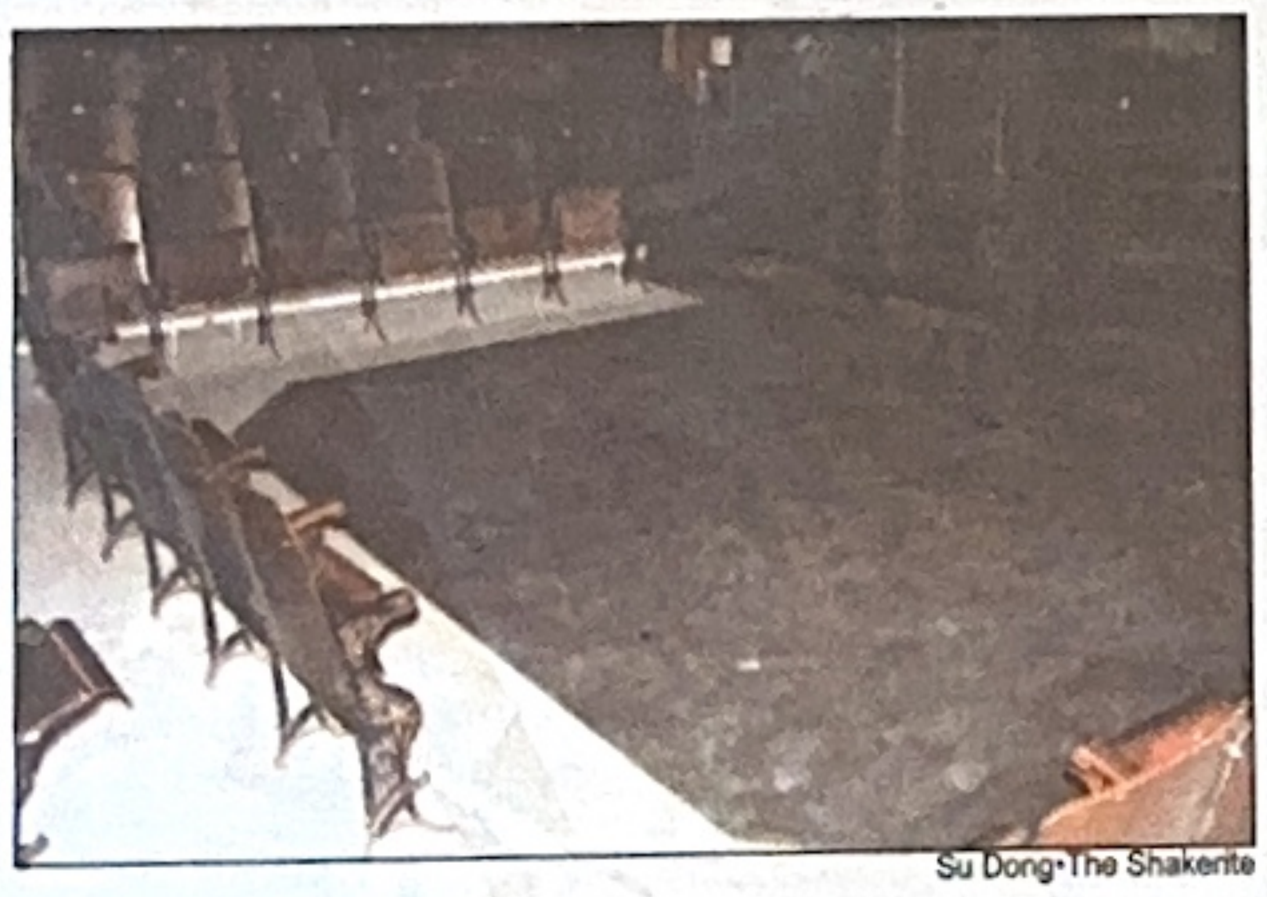
STUDENT COUNCIL WOODEN DISPLAY CASE

Su Dong-The Shakerite

The wooden display case, used by *Student Council, currently located* in the senior lounge was a gift donated by the class of 1985. The board is used by all members of Student Council to promote various activities. Junior Student Council member Lauren Holloway said that the display case has really helped Student Council connect with the student body. "We've pretty much used it to show class spirit. We use it as a way to connect to our class. One of the biggest problems with our class was communication and a lot of people were upset because they didn't know what was going on. The display case is a really nice addition," Holloway said.

Compiled by Adria Kinney

THEATER DEPARTMENT'S STAGE THREE



Su Dong-The Shakerite

Stage Three, an underground, intimate black box theater, was created by Amy Margolis Silberman, who graduated in the class of 1981. Silberman transformed the former fallout shelter for her senior project. Two years later, New Stages, a student-produced production, was moved from the Large Auditorium to Stage Three. Christine McBurney, Theatre department chairperson, described the space as, "the perfect venue for student work." Junior Sophie Beal, who participated in New Stages this year, really liked being able to use Stage Three. "It was nice being in there, knowing that a bunch of kids had put it together themselves, and participating in something that's been used for years," Beal said. In honor of this gift, a plaque hangs in Stage Three commemorating Silberman's life.

Compiled by Adria Kinney

BY ADRIA KINNEY
THE BEAT EDITOR

Although it may be hard to believe, the sign that greets students from the front lawn each morning was donated by a group of students grateful for the education they received at Shaker.

Class gifts, items that each class can choose to donate, are one of the most traditional ways students have been able to give back to their school. "The idea is to leave something lasting, meaningful and helpful to the school," said senior class adviser Sarah Cox.

Assistant principal Eric Hutchinson believes giving back to the school is a critical part of a student's education. "Of course every student should be taught about giving back, especially to a place that's given you tools to live a solid adult life. . . it doesn't have to be anything lavish or ambitious," Hutch said.

However, Cox has noticed the dwindling amount of gifts. "I'm not sure we've done anything for a while," Cox said. "I suspect this is because there has been a lot of redecorating and renovating in the last couple of years, and a lot of classes have given [monetarily] to that. I suspect that the gifts will pick up in the next few years."

> The idea is to leave something lasting, meaningful and helpful to the school.
>
> Sarah Cox
> Senior Class Adviser

Sue Starrett, a member of the Shaker Schools Foundation, confirms that fewer and fewer classes have left behind gifts. The Foundation allocates alumni donations, both monetary and concrete, to the different schools, but recently they have not had anyone give gifts. "It would be lovely to reinstate the class gift," Sue Starrett said.

Principal Michael Griffith also agrees that class gifts are a fading tradition at the high school. However, Griffith said that the school has still received many generous donations, not necessarily in the form of a concrete item. "I think we have been blessed as an institution by the giving of the community and by the giving of the alumni," Griffith said. "Not all the gifts have been tangible items, but things such as the engineering course and the different renovations were the result of supporting alumni."

Griffith added that he thinks the primary reason for the decrease in the giving of tangible gifts is simply one of practicality. "It's probably easier to just give money then to get everyone to come together and decide on a single gift. It's hard to get everyone to come to an agreement. Maybe just a question of ease, creativity."

Senior class president Kirsten Gassman said that the current senior class has not yet decided if they plan to give a class gift or what that gift would be. "We have to wait until after prom to see how much money we have to allocate for it, but the subject hasn't even come up," Gassman said.

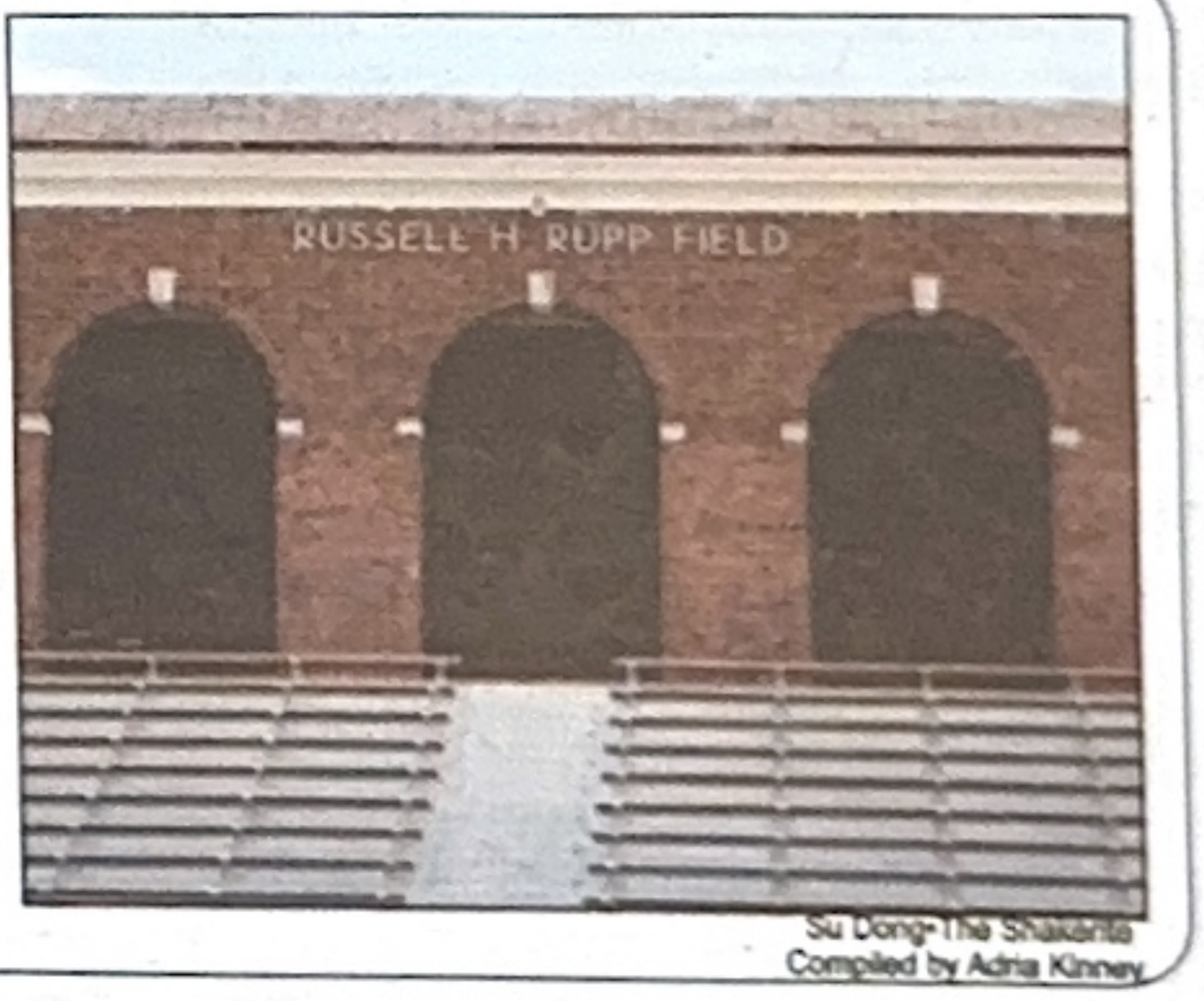
Emily Rogoff, a senior member of student council, said that she thinks it's sad that classes are no longer giving tangible objects. "I think I'd want to do something for the lounge. It's looking a little sorry. . . . I think I would want some sort of sound system or something else really nice. Especially if it was coming from my class, after all we've had to deal with the lounge," Rogoff said.

Starrett believes the decline is due to the fact that most people are either unaware that the Foundation exists or how to actually give to it. "There are a lot of people who want to give back to the school but don't know how," Starrett said. However, Starrett added that the classes of 1971, 1979, 1981 and 1982 contributed significantly to the renovation campaigns for the large auditorium.

Gretchen Hess, chairwoman of the Alumni Committee, graduated from Shaker in the class of 1982 and helped coordinate her class's efforts to purchase seats in the auditorium renovation. "We are trying to re-involve alumni in the Foundation," Hess said. One such effort is a Facebook group specifically for alumni to help them reconnect with each other and the school. "Students do love the chance to give back. . . the challenge is finding a way to help alumni to contribute to one cause, and not just a general donation to the Foundation," Hess said.

RUSSELL H. RUPP FOOTBALL FIELD

While class gifts are a great way for students to honor their school, there are also ways the school can honor people who have made an impact. For example, the football field, Russell H. Rupp, was named after a principal of the high school who administrated in the 1950s and 1960s. Assistant Principal Eric Hutchinson believes that it is very important for teachers to receive honor from their students. "So many young people come back and thank teachers, counselors, and administrators for how we have prepared them," Hutchinson said. "It's a beautiful thing to hear. . . I would hope that all adults in the building have the chance to hear someone thank them."



Su Dong-The Shakerite
Compiled by Adria Kinney

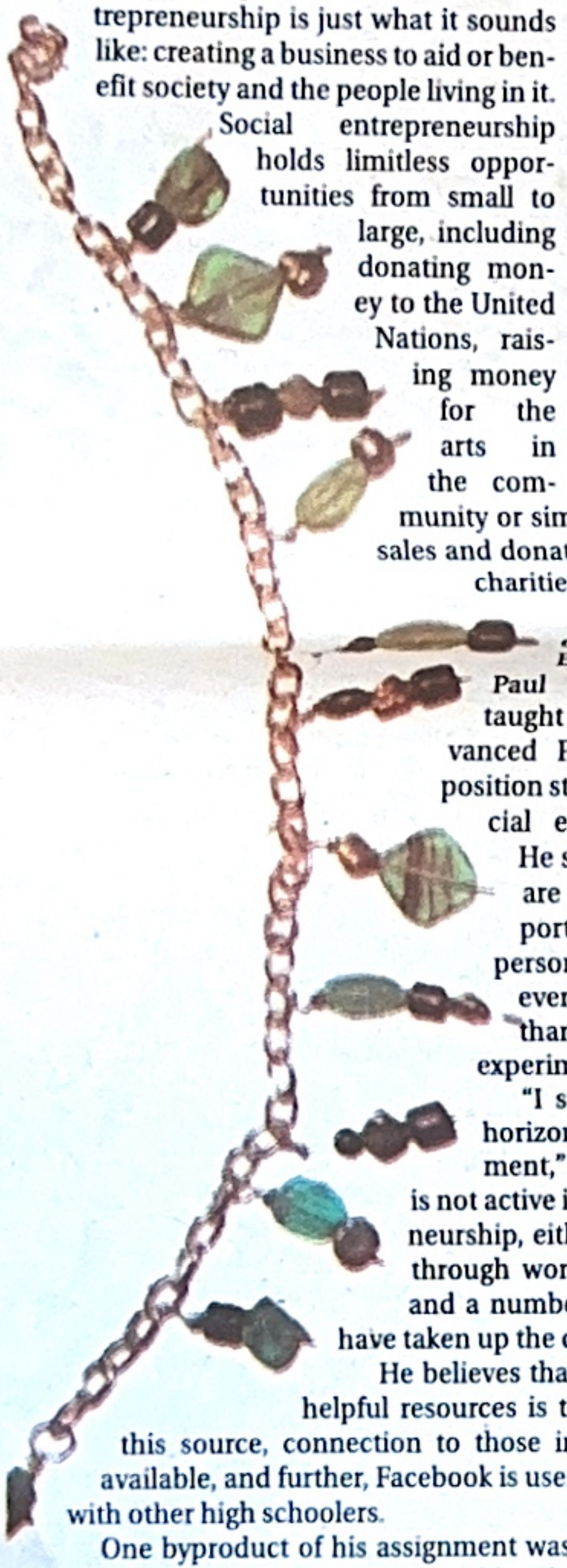
AIDING WORLD WITH RICE, MONEY

• Social entrepreneurship makes its way into young people's lives, and they start to do their part

BY DIANA JACK
THE BEAT EDITOR

Social entrepreneurship is the newest, most accessible and selfless trend to make an appearance in America and throughout the world. Because it is so simple, students are beginning to take part.

Despite its complicated name, social entrepreneurship is just what it sounds like: creating a business to aid or benefit society and the people living in it.



Social entrepreneurship holds limitless opportunities from small to large, including donating money to the United Nations, raising money for the arts in the community or simply holding bake sales and donating the money to charities.

As part of a unit on world changes, English teacher Paul Springstubb taught his senior Advanced Placement Composition students about social entrepreneurship.

He said the times we are living in are important and, from his personal perspective, even more exciting than the historically experimental sixties.

"I see things on the horizon; new movement," he said. While he is not active in social entrepreneurship, either monetarily or through works, both his wife and a number of his students have taken up the cause.

He believes that one of the most helpful resources is the Internet. With this source, connection to those in need is readily available, and further, Facebook is useful for connecting with other high schoolers.

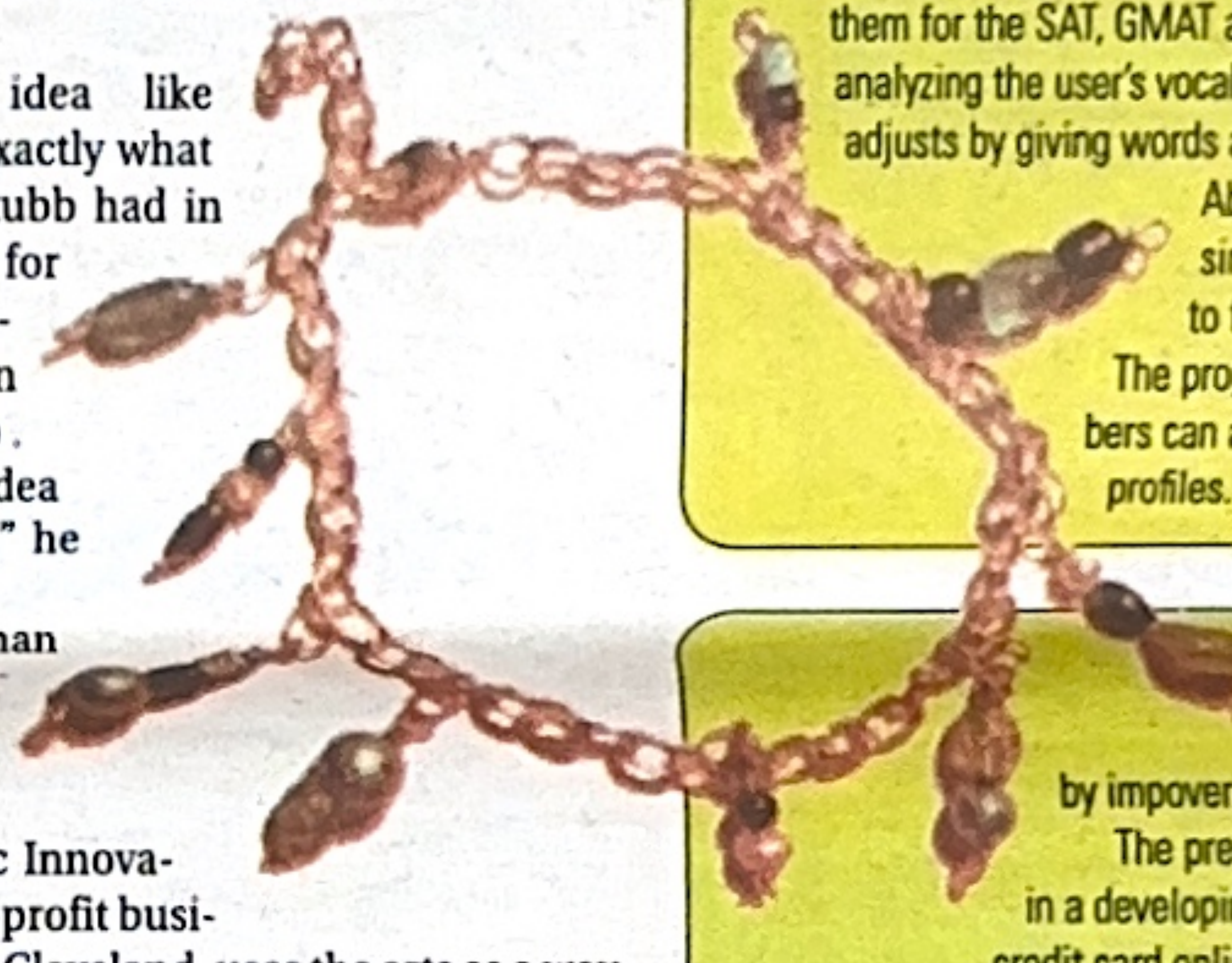
One byproduct of his assignment was to teach his students to think critically about the world and the concerns they have about it, part of his attempt to shatter traditional teaching methods.

Senior Viveca Tress has taken up social entrepreneurship, starting Charms for Children. The fledgling non-profit business involves her newfound love of making jewelry. The jewelry is sold and proceeds are given to Save the Children, an organization that assists impoverished children all over the world by providing them with shelter, food, clothes, education and healthcare.

> "Especially in Shaker where we're so fortunate, it only makes sense to give back to people who don't have our opportunities. Kids need to understand that the world doesn't revolve around them."
>
> Viveca Tress
> Senior

"I thought I could make money selling the jewelry, and then I decided I could donate it. Save the Children had a really good rating in terms of actually helping people: giving the money they got rather than keeping portions. And, I love kids," she said.

While the project was put on the back burner during the school year, Tress said that she will continue her efforts this summer by creating a website to reach and sell to more people.



An idea like this is exactly what Springstubb had in mind for a student-run group.

"All you need is a simple idea that's really going to work," he said.

Chris Carmody, the man behind the Greater Cleveland Film Commission, a non-profit organization that brings films to shoot in Cleveland, and the Civic Innovations Lab, which helps non-profit businesses get off the ground in Cleveland, uses the arts as a way to reach people and revive economies.

"Social entrepreneurship is really about taking creative approaches to social problems. I'm especially interested in figuring out how the arts and culture can help cities and rural areas improve their economies and their attractiveness as places to live," Carmody said.

Since going out and starting businesses isn't really feasible for busy high school students, Carmody suggests volunteering as a way to get involved.

"Volunteering is a great way to learn both about causes and about the effectiveness of organizations trying to address them. Seeing things from the field can give you good insight," he said.

Both he and Springstubb believe that, despite stereotypical "teenagers-are-too-young-and-lazy" attitudes, teens can make a tremendous difference in the world.

"What counts is awareness. Too often in society we keep the youth at a distance. Teenagers are not taken seriously, even when they are at their full cognitive capacity," Springstubb said.

Tress believes that it is up to the students themselves to break the mold and explore possibilities.

"I just think there are so many stereotypes about kids that they don't do anything. Especially in Shaker where we're so fortunate, it only makes sense to give back to people who don't have our opportunities. Kids need to understand that the world doesn't revolve around them," Tress said.

Social entrepreneurship provides an opportunity for students to give back to the world and themselves.

Photos courtesy of Viveca Tress

FEEDING THE WORLD WITH FREERICE.COM

FreeRice.com is a non-profit website that quizzes visitors on vocabulary while donating rice to the world's hungry. FreeRice is a sister site of the world poverty site, Poverty.com, and has two goals: to provide free English vocabulary to everyone, and to help end world hunger by providing rice to hungry people.

On the site, a question involving an unknown word accompanied by four possible synonyms or definitions, is posed. For every correct answer, the site donates 20 grains of rice through the United Nations World Food Program, which is the world's largest food aid agency. Since it is a non-profit organization, the site is able to continue as a result of payments by advertisers.

The benefit for the people who visit the site is an increased vocabulary. The best part for high school and college students is that the vocabulary prepares them for the SAT, GMAT and other standardized tests. The program begins by analyzing the user's vocabulary level from the first few questions, and then adjusts by giving words at or about that level.

About 25 billion grains of rice have been donated since October 2007. (It takes 7.5 million grains of rice to feed a person for a year.)

The program has even spread onto Facebook, where members can add the FreeRice application and play from their profiles.

Compiled from freerice.com

KIVA.ORG GIVES MICROLOANS

Kiva.org is a non-profit organization that uses microloans from investors to aid businesses run by impoverished people in other countries.

The premise is to loan enough money to help a business in a developing country get off the ground: A lender uses their credit card online to make a donation, or "sponsor" a business. Then, a partner in the country to which you are sending your money distributes it appropriately. The partner then collects repayments from the business owners, which are returned to the lender, and updates the lender on the progress of their sponsored business. Because Kiva donates 100 percent of loans to the businesses, they are dependent upon angel donors such as the Kellogg Foundation, who give enormous amounts of money for the purpose of keeping the businesses running.

The amounts donated can range from as little as $25 to as much as $375, and the return rates are high. Loans are almost always repaid in full.

In one week alone, 454 loans were completely repaid, 4,049 new lenders joined, $760,450 was lent and 2,091 business-owners were funded. Through connections and trust in others, Kiva allows people to build a life for themselves.

Compiled from kiva.org

5 IDEAS TO GET INVOLVED

Whether it's music, food, or just a love of people, capitalize on your talent. As long as the business you start helps other people and you donate the proceeds, you're a social entrepreneur.

1. **Make First Aid Kits:** Buy a bunch of Band-aids, gauze and other necessities, stick them in a box, and sell them to those who need the supplies. Then, send the proceeds to a local charity or international food program. A cool variation: color the box or make it unique in some other way to add a personal touch (and hopefully some value!)
2. **Set up a baby-sitting referral service:** Since teens are readily available for babysitting, organize your friends who babysit into a small babysitting business. Charge a small fee for finding a sitter for the interested parents or take a portion of the paychecks earned by the members and donate that to an organization.
3. **Start a Doggie Day Care:** Over weekends or long breaks, families often go out of town, needing someone to care for their canines. Welcome them into your house and care for them for a fee to the owners. If this is too complicated, try dog-walking. Who wouldn't enjoy walking dogs for fifteen minutes every day? Donate the proceeds. (Starting to see a trend?)
4. **Bake your heart out:** If you're especially good with an oven and mitts, treat your friends and the community. Sell your goods at bake sales or set up your own confection business. Or, if baking isn't your thing, try growing fruits and vegetables and selling them at the weekly Farmer's Market in Shaker Square. And then... give away the money. This time try local charities.
5. **Help people and the planet:** If you're the tree hugger type, try riding your bike around for money. Being a bicycle courier, rather than using a car not only cuts down on emissions, but also aids the people for whom you're carrying messages, food, or other things. And, of course, you earn money which you then DONATE!

Compiled from entrepreneur.com

TEXTING PREVALENCE RISES IN TEEN CULTURE, SCHOOL SETTINGS

BY VICTORIA FYDRYCH
STAFF REPORTER

Back in the days of passing handwritten notes decorated with highlighter and Sharpie and folded into little triangles, no one would have imagined the complexity and sophistication communication would take on. Now, students can have conversations with peers who may be as close as four seats away or as far as four states away, while still appearing to pay attention in class.

Text messaging, commonly referred to as texting, has infiltrated the lives of teens nationwide. Freshman Maeve Metheny says she texts "every hour; like every minute, maybe."

Looks like she's not alone. According to a Gallup poll of 998 adults ages 18-29, 67 percent of individuals use their cell phones everyday or several times a week. With the number rising every day, texting has become one of the most commonly used forms of communication.

"Texting is my preferred [form of communication] because you can do it anywhere, anytime," said freshman Gabe Gordon.

The general consensus is that texting is a quick and easy way to communicate. However, to those unfamiliar with the trend, the language may seem cryptic.

Phrases like "lol" (laugh out loud) or "ttyl" (talk to you later) are often used to save time while texting. Slang such as this has migrated from chat rooms and Instant Messages to cell phone screens.

IMs and chat rooms are also common forms of communication among teens. Texting has become a continuation of IMs for teens that are away from their computers. "I like IMing better because it seems [more] like a conversation, but [with] texting, you have to wait," said freshman Daysha Swann.

Texts can be sent using two different manners: ABC texting or T-9 word texting. With the ABC form, the person texting must scroll through the letters given on each button to find the one they want to use. However, with T-9 word, words using different combinations of the letters pressed are spelled out with each button.

Although texting may be enjoyable, there are consequences for using phones during class. In Christy Dorenkott's health class, a policy on cell phones and electronic devices is distributed on day one with an expectation of compliance. The policy states that cell phones and electronics must be turned off and out of sight.

"If I see it, I hear it, I take it," said Dorenkott. "I tell the students on day one [that] I don't mind if they have a cell phone, but [it] must be out of sight," Dorenkott said.

The number one cause of cell phone confiscation, according to Dorenkott, is if a student is texting. They are usually "looking [down], not listening or [not] paying attention." The most obvious clue is if they are hiding their phone and "texting underneath the desk." Coming in second is "checking messages" if someone sends them a text. The third most popular reason for confiscation is when a phone rings in class, although Dorenkott believes this is unintentional. "Generally, if it goes off, it's an accident," said Dorenkott.

Furtherore, Geometry teacher Barbara Arsham issues a warning to her students the first time she catches them texting or using their phone during class.

"The second time I take it away and they have to pick it up from their Assistant Principal," said Arsham.

Teachers don't often bring cell phones to Assistant Principal Eric Hutchinson, although school code demands that confiscated phones be turned in to assistant principals.

"On average, maybe one [cell phone is turned in] a week," said Hutchinson. The first time a phone is taken away, the student can retrieve it after 3:00. Students always come to pick up their phones. "You [kids] value your cell phones," he said. On the second offense, the student's parents are called and they receive an extended study detention from 3:15 to 5:15. As for the other principals, Hutchinson said, " I imagine most administrators do the same thing."

Dorenkott's policy on poor student cooperation is similar to Hutchinson's. According to Dorenkott, "if they refuse to give it to me, that's an automatic referral [to their Assistant Principal]."

Hutchinson agrees, "As long as you follow directions, I'll simply remind you of school policy."

Many students have suffered the wrath of the administrators. Gordon had his phone taken away by a teacher and "didn't get it until the end of the day." He said he felt "embarrassed and angry."

Despite the impending consequences, some choose to disregard the rules. Senior Kanisha Harwell's phone was taken away by a teacher, and when it was returned at the end of the period, she "went back to texting."

The dangers of texting extend beyond the confiscation of a phone or a two-hour detention. According to the same Gallup poll, 41 percent of adults use their cell phone everyday or several times a week while driving. Some are deeming it more dangerous than driving under the influence of drugs or alcohol.

Ultimately, the perks of texting overshadow the possible consequences. Students will continue to text even if it means a trip to the principal after school once or twice a week.

A REALLY ANNOYING NOISE THAT TEACHERS CAN'T HEAR

JULIA CELESTE
STAFF REPORTER

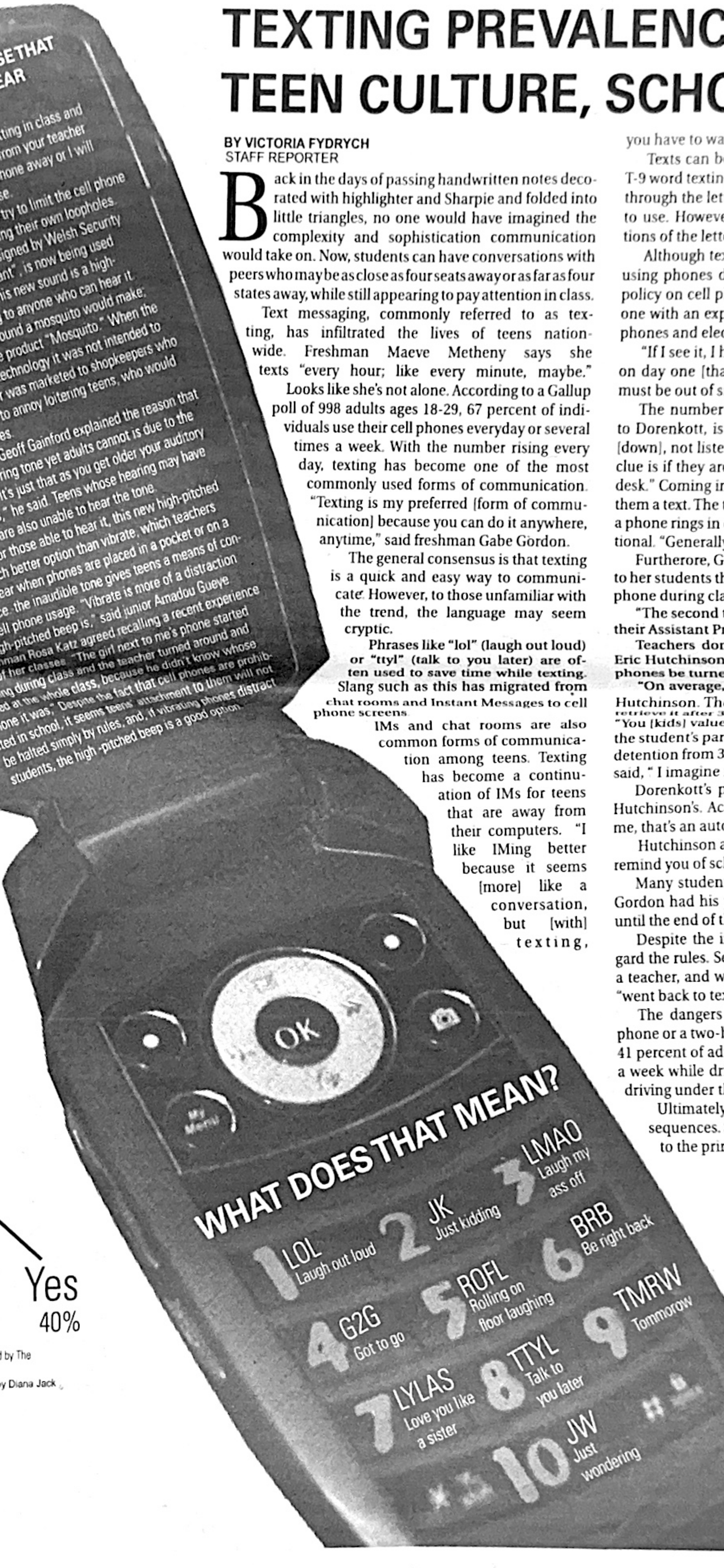
We have all had it happen: you're sitting in class and your phone starts ringing. An evil look from your teacher comes with the comment, "Put your phone away or I will take it." But, this is no longer the case.

As teachers and administrators try to limit the cell phone usage in school, students are finding their own loopholes. An inventive sound originally designed by Welsh Security Company as a "teenager repellant", is now being used by teenagers as a ring tone. This new sound is a high-pitched beep, and is irritating to anyone who can hear it. It is a sound similar to the sound a mosquito would make; therefore, Welsh called the product "Mosquito." When the company developed this technology it was not intended to be a ring tone, but rather was marketed to shopkeepers who would play it as a way to annoy loitering teens, who would then leave the premises.

Science teacher Geoff Gainford explained the reason that teens can hear the ring tone yet adults cannot is due to the affects of aging. "It's just that as you get older your auditory range diminishes," he said. Teens whose hearing may have been damaged are also unable to hear the tone.

However, for those able to hear it, this new high-pitched beep is a much better option than vibrate, which teachers can easily hear when phones are placed in a pocket or on a solid surface. the inaudible tone gives teens a means of concealing cell phone usage. "Vibrate is more of a distraction than a high-pitched beep is," said junior Amadou Gueye.

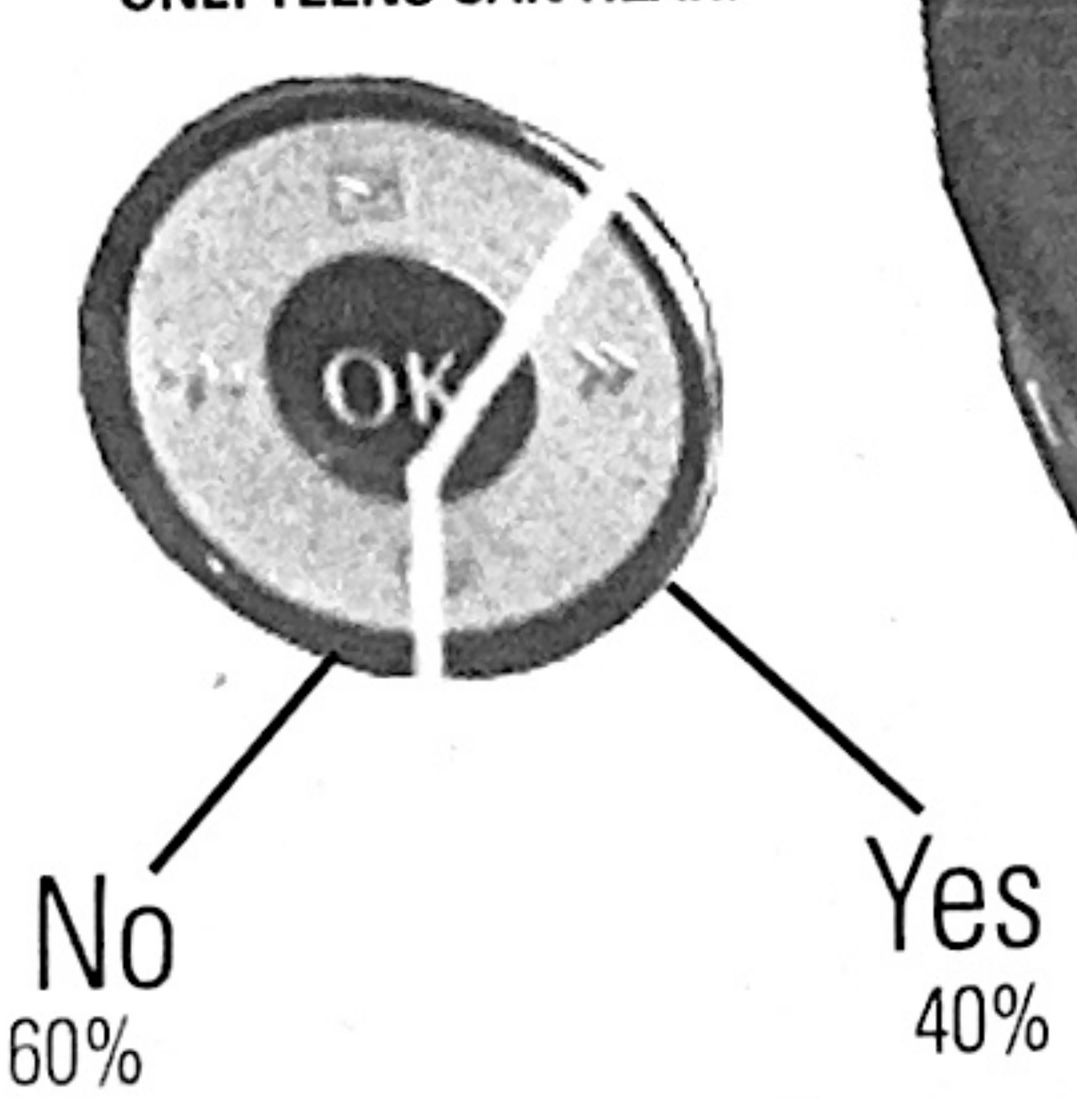
Freshman Rosa Katz agreed recalling a recent experience in one of her classes. "The girl next to me's phone started vibrating during class and the teacher turned around and yelled at the whole class, because he didn't know whose phone it was." Despite the fact that cell phones are prohibited in school, it seems teens' attachment to them will not be halted simply by rules, and, if vibrating phones distract students, the high -pitched beep is a good option.



WHAT DOES THAT MEAN?

1	LOL	Laugh out loud
2	JK	Just kidding
3	LMAO	Laugh my ass off
4	G2G	Got to go
5	ROFL	Rolling on floor laughing
6	BRB	Be right back
7	LYLAS	Love you like a sister
8	TTYL	Talk to you later
9	TMRW	Tommorow
10	JW	Just wondering

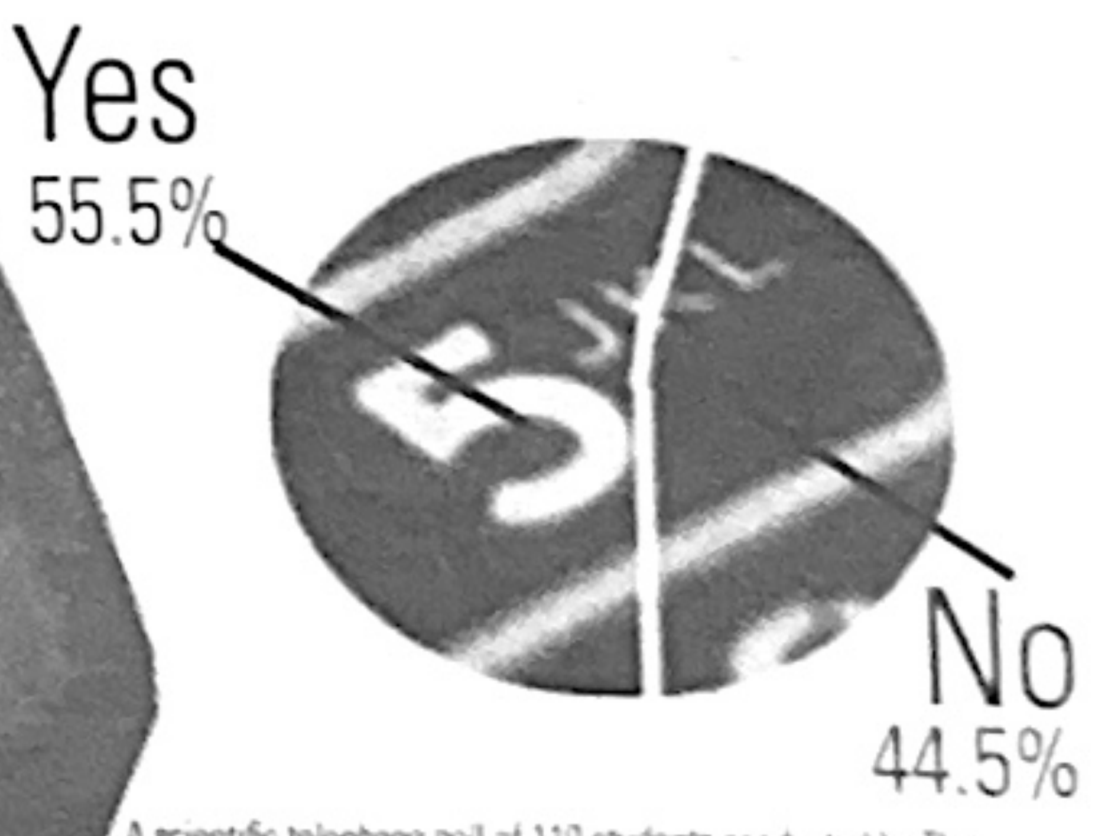
HAVE YOU EVER TRIED TO HEAR THE RINGTONE THAT ONLY TEENS CAN HEAR?



A scientific telephone poll of 110 students conducted by The Shakerite staff, margin of error +/- 9.8 percent

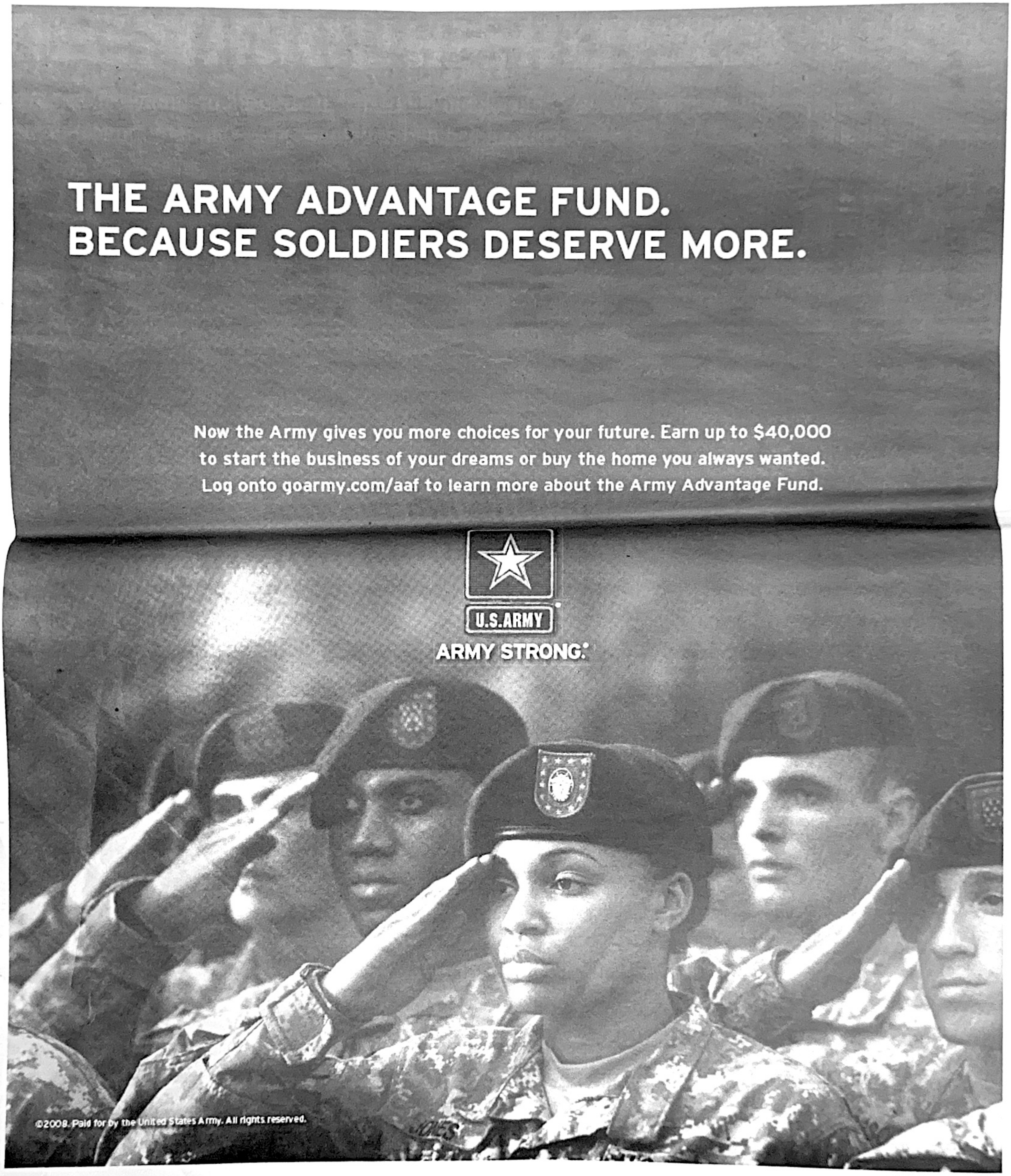
Infographic by Diana Jack

ARE YOU ADDICTED TO TEXTING?



A scientific telephone poll of 110 students conducted by The Shakerite staff, margin of error +/- 9.8 percent.

Infographic by Diana Jack



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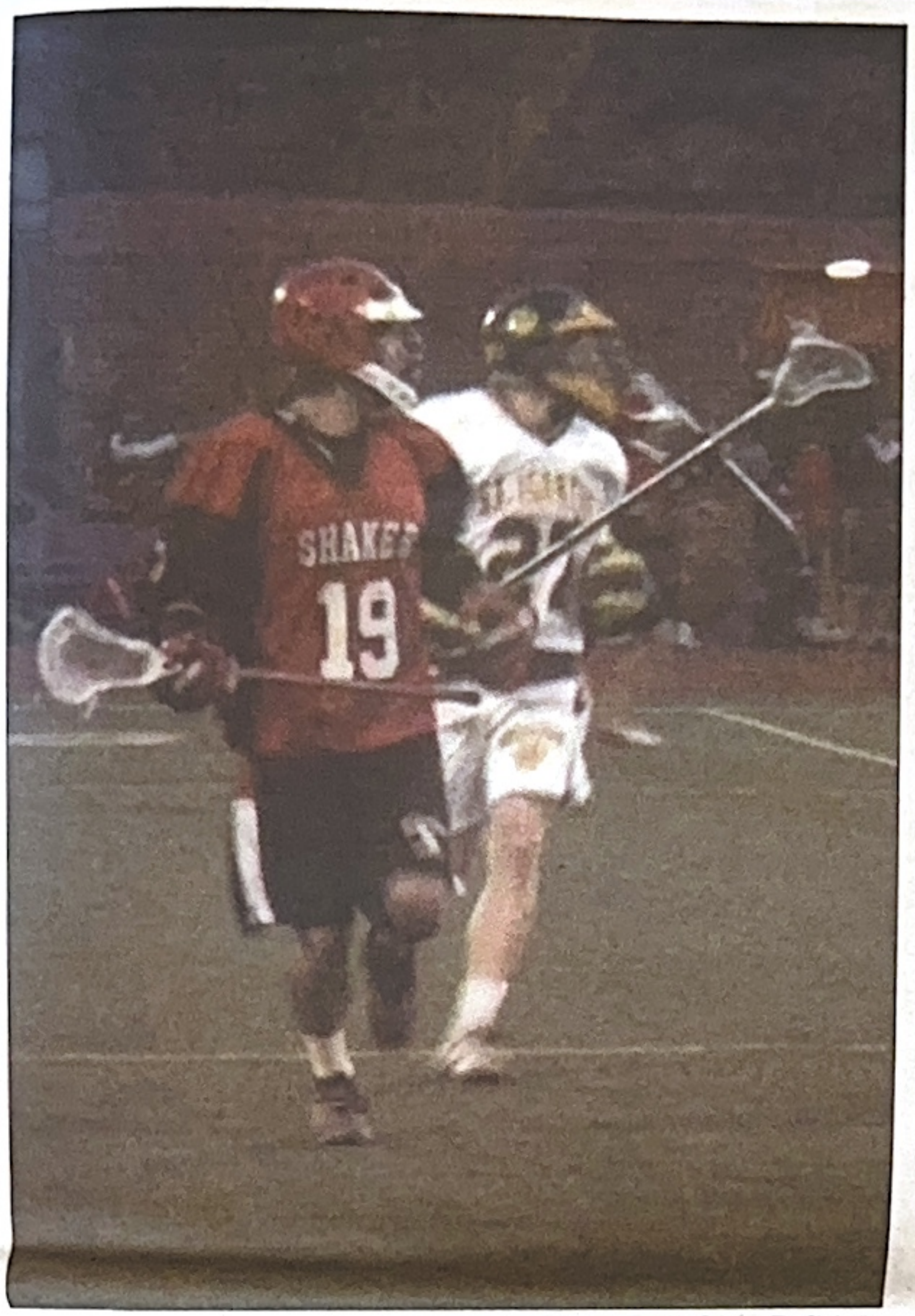
Turmoil persists in LAX program

BY MIKE YOUNG
RAIDER ZONE EDITOR



Abby Schiller • The Shakerite

SENIOR MIDFIELDER MIKE Walter, trailed by a St. Ignatius Wildcat defender, looks down field as he awaits a pass. The Wildcats defeated the Raiders 14-2 April 9. As of press time, Shaker was 2-4 under first year head coach Gus Stager.

Working with their fourth head coach in four years, no Shaker sport has gone through as much coaching turmoil as the men's lacrosse program.

First year varsity head coach Gus Stager, working without assistants, took over for Ken Kurtz, who founded the Shaker lacrosse program in 1990. Kurtz filled in for Bill Fallon, who unexpectedly left during last year's preseason. Shaker had 10 years of stability under Craig Gallagher before Fallon took over for the 2006 season.

"It's hard to adjust [to the changes]," said senior midfielder Adam Murray, a three-year varsity letterman. "Their voices are a lot different."

The process of finding a coach took athletic director Don Readance longer than usual. "It was frustrating. . . It's difficult to find people that want to dedicate their time," he said. "We looked at the immediate community, from middle school and area schools, talked to parents about club coaches and then sent a mass e-mail throughout the state at a site for athletic directors to post positions."

In addition to the new coach and no varsity assistants, the junior varsity squad has two coaches that lack lacrosse coaching experience. Paul Kelly was head coach of the Trinity baseball team and a Trinity assistant football coach.

"I coached long enough previously, so, if I studied, I figured I could pick things up," Kelly said. "Being a head coach for a long time, it's difficult not having anyone to help you out. " Assisting Kelly is Matt Gromek, a varsity assistant football coach at Brush.

Readance is happy with what Stager and the JV coaches are doing in their first year with the program, despite the grueling search process. "Gus is a good fit and we've seen improvement in the program," he said. "[The JV coaches] are doing a good job with what they're dealt. . . We're pretty confident that we'll find assistants next year."

LEL would do better to enter mega-conference

Throughout its 70 years, the Lake Erie League has been a consistent force in Northeast Ohio athletics. It has endured various dropouts such as Brush, Elyria, Normandy, Valley Forge, Parma and, within the last year, Lakewood and Garfield Heights. Yet, has the LEL ever faced the challenges that will await it, assuming it's still an entity, in the next few years?

MIKE YOUNG

Last year's realignment of the two LEL divisions, created a huge separation gap in terms of program strength. Approximately half of the LEL is relatively lackluster and resides in the Erie division, as opposed to the stronger Lake division.

This would not be a major problem if it not for a potential LEL unification. It creates a disparity between the sizes of schools and makes it difficult for athletic directors to draw up a balanced schedule matching up comparable talent.

The Mentor sports program, for example, is the best public program in northeast Ohio and already resides at the top of the stronger Lake division in each sport. For their sake, moving into a stronger conference would allow them to be on a more even playing field, particularly with an LEL unification.

Logistically, as well as general program strength and facility maintenance, the two Lorain schools, Admiral King and Southview, don't particularly fit in either division.

Because most of the LEL's schools are located on the east side, teams have long drives just to reach the Lorain fields. Mapquest estimates the time from Mentor High School to Admiral King at just over an hour. Some teams make this trip as many as four times a season.

The LEL is also comprised of schools on small athletic budgets that have poor athletic facilities such as Shaw, Warrensville (minus the new pool) and the two Lorain schools.

According to Shaker athletic director Don Readance, there have already been two formal requests to join the 10 remaining LEL teams with the Northeast Ohio Conference, an 18-team mega-conference that was formed for the 2007-2008 school year. All eight teams from both the Pioneer Conference and the Western Reserve Conference and the two LEL teams, Lakewood and Garfield comprise the NOC.

The biggest question facing a potential LEL-NOC merger is whether the NOC would accept the budget-challenged schools, since without adequate facilities, they are at a competitive disadvantage. Hudson, Strongsville and Brunswick all have new facilities and even current LEL schools such as Shaker have far better facilities.

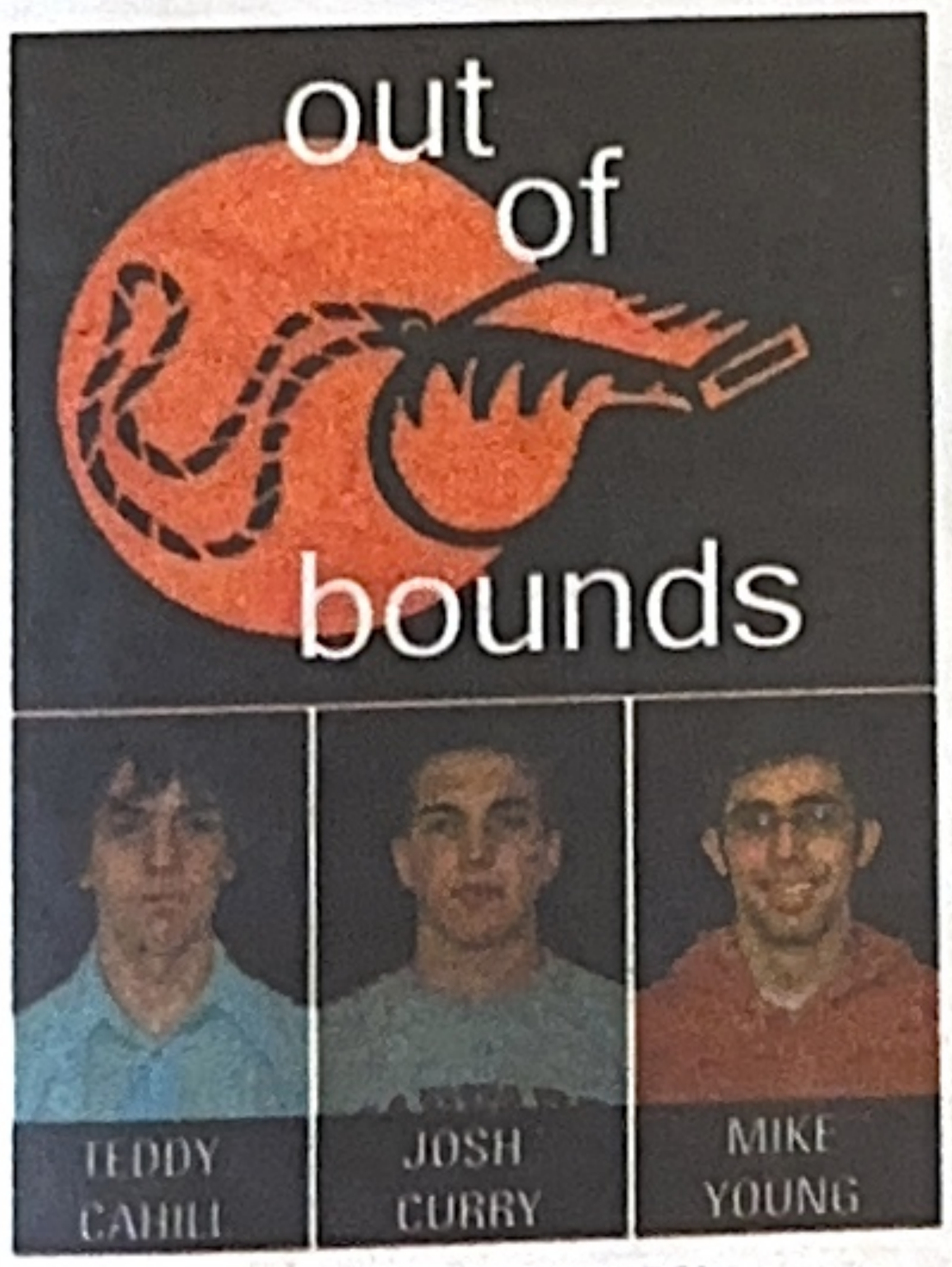
But, as Readance said, "If they take one [LEL school] they've got to take them all."

As much as we'd try to keep traditional rivalries alive within the LEL, it may be more advantageous to join the Northeast Ohio Conference. Shaker would be a part of the most competitively balanced conference in all of Ohio, as opposed to our current situation, which is lacking.

Logistics may prove to be difficult with the amount of schools on the west side of Cleveland and those near the Akron area, but that's what potential divisions are for.

After its first full season, the NOC might just be ready to adopt more schools into its potential monopoly over the region. If that's the case, the LEL should continue proposals to join, putting Shaker in the most competitive conference in Ohio.

NOC DENIES LEL'S MERGE ATTEMPTS



OUR NBA FINALS PREDICTION

Mike:

Lakers Over Cetlics in six

Teddy:

Celtics Over Hornets in six

POSSIBLE LEL MERGER

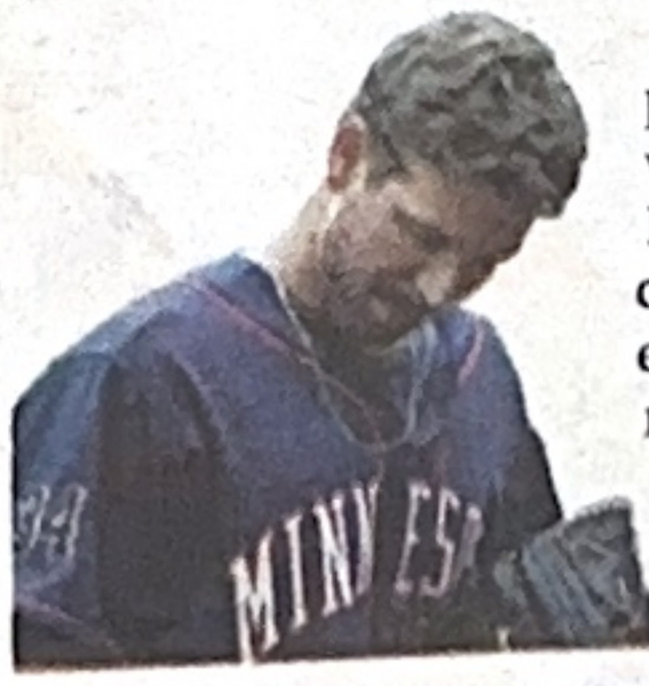
For seventy years the Lake Erie League has been a stalwart of Cleveland area high school sports. Recently, however, the LEL has made two proposals to join the newly created Northeast Ohio Conference. The NOC denied both proposals, saying they need more time as they stand now. Were the leagues to merge, here is what we think Shaker's future division rivals will be.

Assuming the conference continues with six teams per division and simply adds two divisions for the additional teams, we think Shaker's division for men's basketball would be Mentor, Cleveland Heights, Garfield Heights, Strongsville and Brunswick. For football, Shaker's division would get easier matching up against old LEL rivals Cleveland Heights, Lakewood and Brush, along with Hudson and Nordonia. Track would be included with the traditionally strong LEL teams of Cleveland Heights, Warrensville Heights and Euclid, along with Strongsville and Medina.

CAVS IN-PLAYOFF PREVIEW

If the Cavaliers advance past their first round match up with the Washington Wizards, they will encounter the Boston Celtics, who had a record of 66-16 during the regular season. Defensively, Ben Wallace will be forced to step-out and guard the Cetlics' MVP candidate Kevin Garnett, which will prove to be a major match up problem. The Celts stifling defense will no doubt force LeBron James' supporting cast to actually move without the basketball. Plus, coach Mike Brown will have to put James in more advantageous situations such as getting him off-ball and running staggered screens and not isolating him in the corner with little room to operate. James is as clutch a scorer as anyone in the league, but the fate of the Cavaliers will rest on his teammates' ability to defend and knock down open looks.

HONORING JACKIE ROBINSON



It is becoming an MLB tradition that at least one player from each team wears Jackie Robinson's 42, which was universally retired by the MLB in 1997, on Jackie Robinson Day. On April 15, 1947, Robinson broke MLB's color barrier, and that historic moment is commemorated throughout MLB. This year Shaker alumnus and Minnesota Twins pitcher **Matt Guerrier** was among the 330 players who wore number 42. The reliever said he was encouraged to wear it by his dad, who works for the U.S. Equal Opportunity Employment Commission.

RUGBY: THE OTHER CONTACT SPORT

• Shaker's club rugby football team plays in its inaugural season

SOPHOMORE PATRICK POHLMAN carries the ball up the field in Shaker's April 16th game at Mayfield. Pohlman plays halfback in his second year playing rugby.

Mike Young • The Shakerite

BY JOSH CURRY
RAIDER ZONE EDITOR

Prior to last year, most Shaker students knew rugby as "that game they play in England." Now, in the first year of the high school club rugby team, the sport has commanded school wide attention.

Shaker rugby was not created overnight. The seeds for the team were planted last year when a few upperclassmen began to toss a rugby ball around on the weekends. "We were having a lot of fun just playing around, so we decided to talk to Mr. Gainford about starting a team," senior captain Cam Helffrich said.

Geoffrey Gainford, a science teacher at the high school, currently enrolled in a men's rugby league, jumped at the opportunity of starting a student team.

"I was really excited when they proposed the idea," Gainford said.

The newly formed rugby "club," as it was called, was not yet a team, and they did not belong to a rugby league. Nor did they play any official games, though they did scrimmage three teams.

Overall, interest in rugby at Shaker was low. "Almost no underclassmen participated last year," Helffrich said. "Mainly seniors and a few juniors kept the program together."

This year, a different storyline is being played-out. The team is now an official club team in the Northeast Ohio High School Rugby League and has already played six games with an overall record of 4-2 and a division record of 4-1. The team has beaten Mayfield, Lakewood, Canton and Copley and has only lost to Ignatius and an experienced travel team from Toronto.

Gainford

With about twenty members, participation has increased as well. Word of mouth has been extremely helpful in increasing student involvement.

"I joined because some of my friends were playing, and they said it was a lot of fun," first year player Sam Thompson said.

Another reason for the increased interest is the incredible passion for the game that flows from current players.

"The game is nonstop and extremely physical and, above all, it's just fun to play," second year participant Eric Balester said. Other team members readily agree. "It's probably the best sport I've ever played. It's fluid and physical at the same time, like a mix of soccer and football," Thompson said.

Helffrich said he enjoys the game because of its raw nature.

"Basically the best way to describe it is pure carnage on a field," Helffrich said. While this description sounds violent and gruesome, only one player has suffered an injury from playing rugby during the duration of the program.

If there is one thing the team is certain about, it's that they are having fun playing rugby.

REMAINING SCHEDULE

Sunday, May 4 - at Highland
Wednesday, May 7 - at Parma
Wed., May 17 & 18 - City Tournament

"We take practice and games serious, but everyone is really out there to have fun," Balester said. "No one ever fights and there's great team chemistry."

It is clear the team dynamic is extremely helpful for strong play. Deep trust has been built between the squad members.

"Rugby is such a team sport that we have to work together," Helffrich said.

The team not only has to work well with one another, but also with coach Gainford. This has proved quite easy as he is highly respected by the squad. "Gainford is an awesome coach," Helffrich said. "He's a cool guy, he's laid back, and above all he's not afraid to get into the middle of a drill or scrimmage and do some hitting." Thompson, who knew nothing about how to play rugby prior to this year, said that Gainford was extremely effective as a teacher of the game.

Gainford feels the same affection for the team. "I have a good rapport with the boys," Gainford said. "They're very open-minded to my instruction. They listen for the most part and are definitely committed to playing and practicing hard."

One significant downfall to being a club team, rather than a varsity team is the lack of school funding. The players have to pay for their uniforms and transportation to and from games. Some players, however, do not have issue with paying for their own uniform.

"The jerseys are sweet hotness," Thompson said. "If I had to wear one shirt for the rest of my life, it would probably be my jersey."

> " It's probably the best sport I've ever played. It's fluid and physical at the same time, like a mix of soccer and football. "
>
> Sam Thompson
> Junior

RUGBY

Official Name: Rugby Football

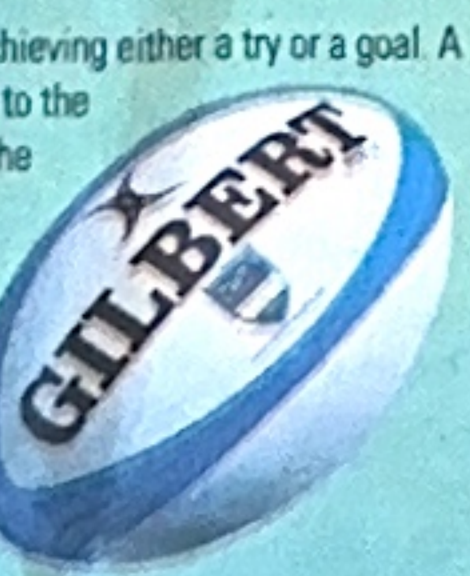
Origination: Developed by the students at the Rugby School in England.

Game time: 60 minutes

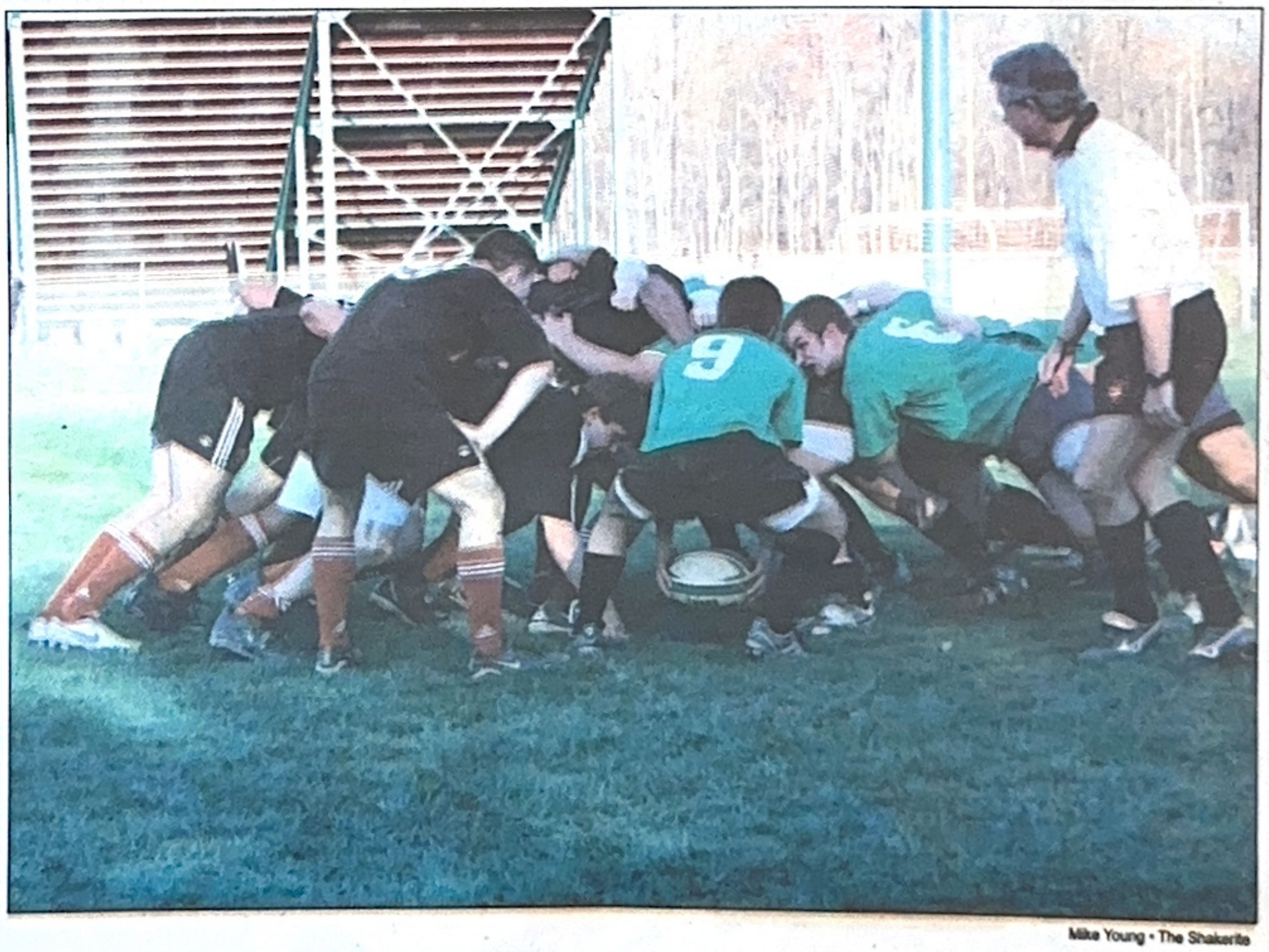
Popularity: Rugby is the world's second most popular sport and the fastest growing adult participatory sport in the United States.

Overview of game: Rugby is a full contact team sport played with a prolate-spheroid shaped ball on a rectangle field. Each team plays with fifteen players on the field at a time. Since there is a ban on forward passing, the ball can only be advanced down the field by running it or by kicking it.

Scoring: Scoring occurs by achieving either a try or a goal. A try involves touching the ball to the ground over the goal line at the opponent's end of the field, much like a touchdown. A goal results from kicking the ball over the cross bar between the upright goal posts. This is similar to a field goal in American football.



Compiled by Josh Curry
Information from usarugby.com



DURING SHAKER'S APRIL 16th rugby match at Mayfield, the two teams have a scrum. Shaker defeated Mayfield 34-7. In rugby, a scrum, which is an abbreviated word for scrummage, is a way of restarting the game either after an accidental infringement or when the ball has gone out of play. A scrum is formed by the players who are designated forwards binding together in three rows. The scrum then 'engages' with the opposition team so that the player's heads are interlocked with those of the other side's front row. The ball is then thrown into the tunnel created in the space between the two sets of front rowers' legs. Both teams may then try to compete for the ball by trying to hook the ball backwards with their feet.

Mike Young • The Shakerite

Shaker sports lend a helping hand to community

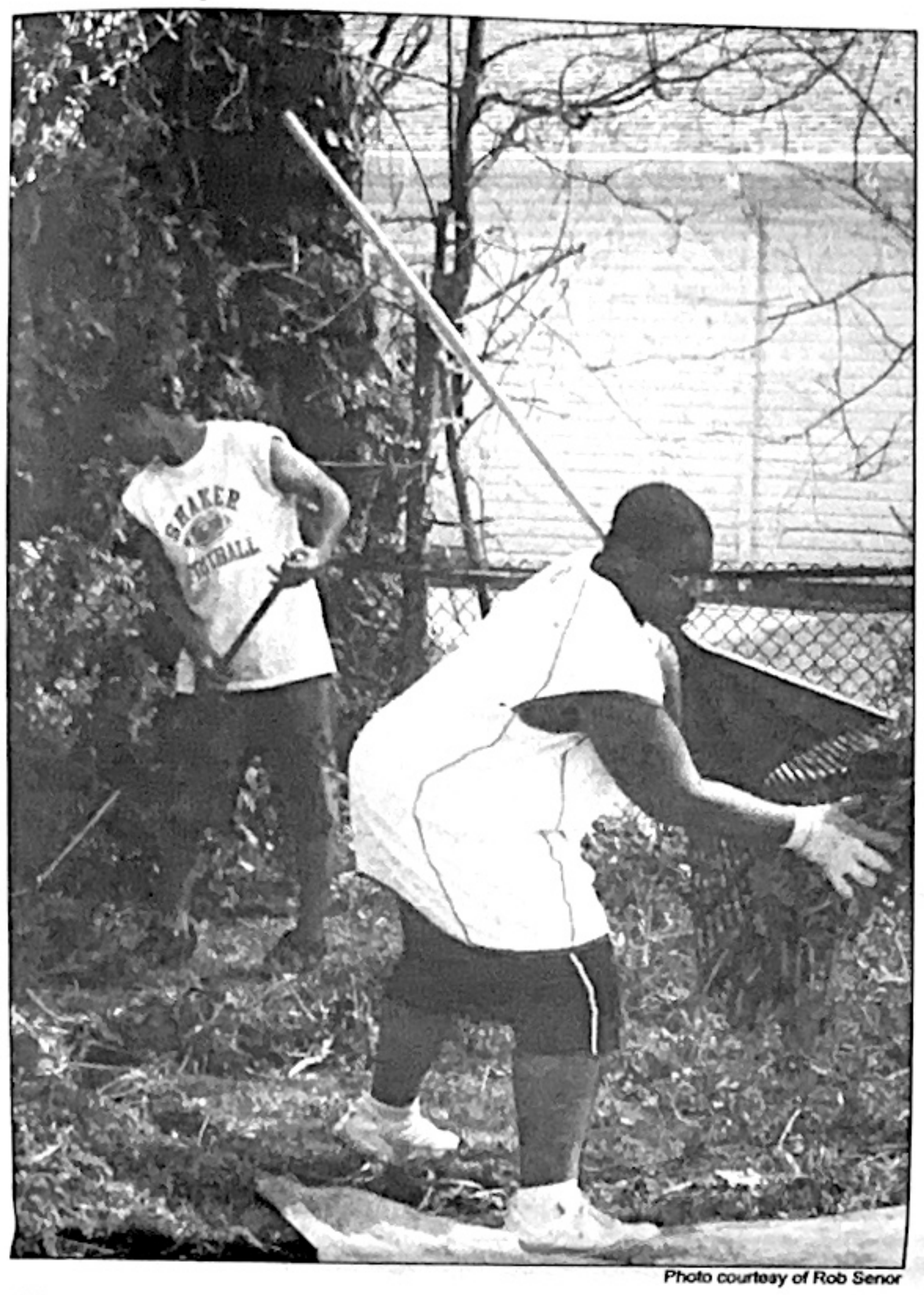


Photo courtesy of Rob Senor

AS A PART of the Rent-A-Raider program, football players Kadeem Evans and Melkim Perry help a Shaker resident by raking leaves. Some Shaker coaches have begun to stress the importance of community service to their teams.

• Varsity baseball team spends time with Boys and Girls Club in Bradenton, Florida; varsity football coach Watkins stresses value of serving Shaker Heights community

BY NATALIE VICCHIO
STAFF REPORTER

Football and baseball aren't always just about the game. Players demonstrate their talents both on the field and in the community.

Over spring break, the varsity baseball team traveled to Bradenton, Florida. Between games and practices, the team spent an afternoon in a Boys and Girls Club of America serving underprivileged children in the Tampa suburb. They played basketball, kickball, pool and various other activities with the children.

Senior Will Caldes felt it was an eye-opening event for the team.

"It was surprising to see how these kids had been dealt a bad hand," he said. "It was an experience where the team learned a lot and had fun."

When Mike Babinec took over as head coach two years ago, he put his community service ideas into action.

"I just think it's important for the boys to understand that they can have a positive impact on the community besides playing baseball," he said.

Babinec believes that learning to work together off the field will transcend the fences of the field and produce a stronger team.

"[Community service] shows more initiative and that, as a team, we are committed," junior outfielder A.J. Woolen said.

"When they are doing these community projects, they can see their teammates in a different light," Babinec said.

Participating in these projects allows players to develop a new and deeper understanding of one another.

In the off-season, Babinec also runs a baseball clinic for young Shaker baseball players, during which both varsity and junior varsity players are encouraged to teach baseball skills to younger players.

> "It's important for the boys to understand that they can have a positive impact on the community besides playing baseball."
>
> Michael Babinec
> Head baseball coach

The football team has also embraced this sense of giving back to the community.

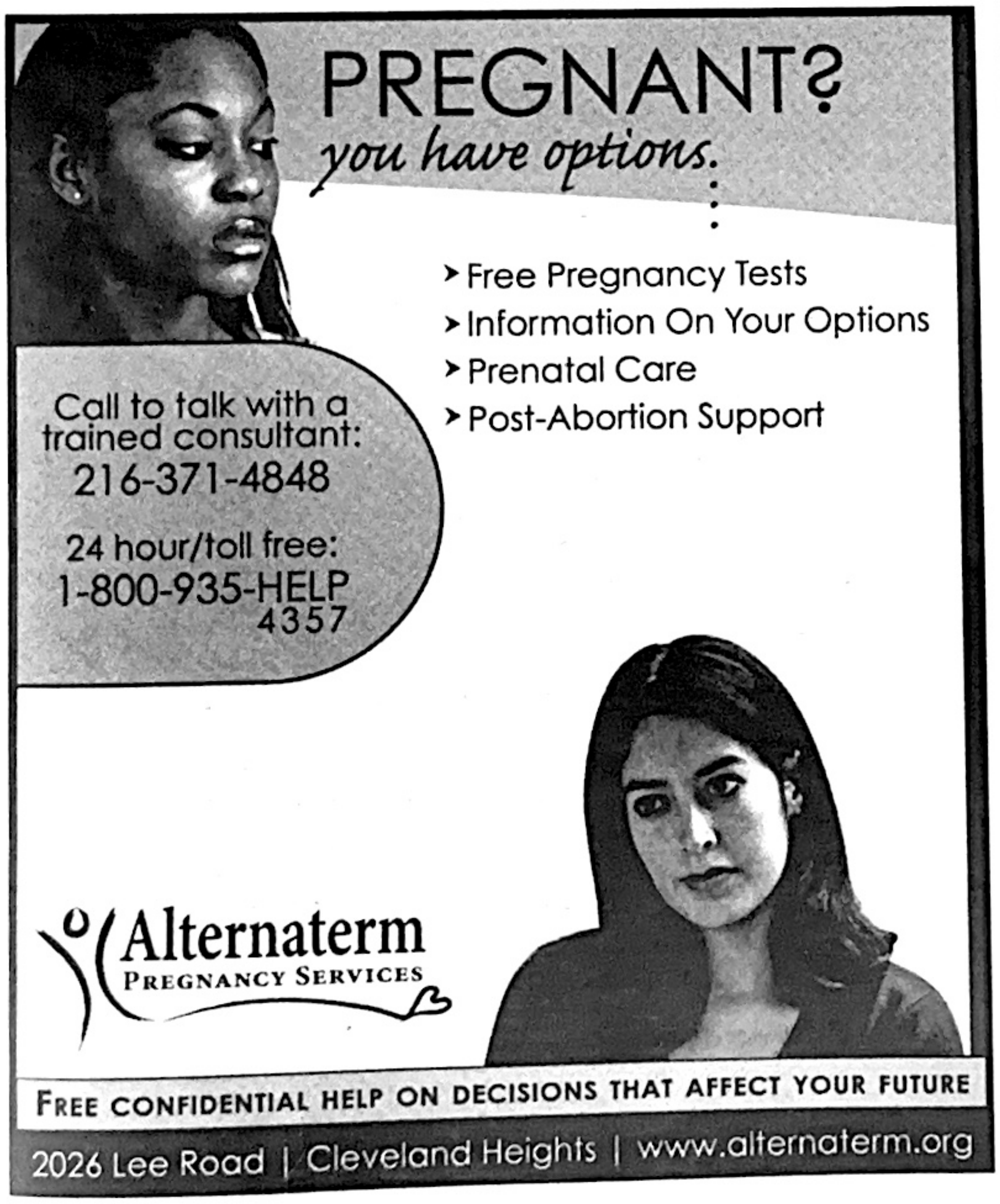
Head coach Anthony "Beano" Watkins said that success on the football field is dependent upon four areas of excellence: academics, strength and conditioning, football and community service. Watkins stresses the significance of community service in each player's life.

Although not mandatory, community service is highly recommended by the coaches. The team's signature program, Rent-A-Raider, allows residents of Shaker to sign up to receive a football player who will help them with their house or yard work.

"The Shaker Raider program is about helping the community," said sophomore cornerback Keon Willis, who feels the community service program builds character and reminds the team they are not alone.

Athletic Director Don Readance feels that community service helps develop a more complete athlete.

"There is so much instant gratification out there," he said. "What you get is what you give back."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AGEE SETS MEET RECORD

At the Miele Invitational, hosted by Gilmour Saturday, April 19, junior Ken Agee set a meet record for the high jump when he cleared six feet, four inches. Agee tied for first with Kyle Kubera from St. Ignatius who equaled the jump. The Shaker's men's track team finished sixth in the meet, while St. Ignatius won. On the women's side, senior Shaniqua McGinnis won the 400-meter dash in a fourth place effort by the team. Euclid won the women's meet.

RAIDER ACE KEEPS HIS DREAMS ALIVE

• Despite knee injury, McWilliams earns D-I baseball scholarship

BY TEDDY CAHILL
RAIDER ZONE EDITOR

Senior River McWilliams always dreamed he would play Division I baseball. And he seemed to be on the fast track to fulfilling that aspiration.

"I always dreamed of going D-I," McWilliams said. "I wanted to go south and play baseball."

But his athleticism almost cost him this dream. Playing a variety of sports came naturally for McWilliams, excelling in soccer and football in addition to baseball. Though he never played soccer for school, McWilliams played club soccer as a kid. When he heard that his friends' team was short on players, he decided to play. During his first game, McWilliams was dribbling near midfield when he dropped to the field. His right ACL was torn, an injury that usually takes six to nine months to recover from.

"I had an idea of how bad it was," McWilliams said. "I started feeling really down on myself for a week. I was depressed not being able to play. But than I did some research and found some people who were able to play in four months. So I got optimistic, even though my surgeon kept saying it would be six months until I could play."

John A. Fletcher • The Shakerite

SENIOR RIVER MCWILLIAMS throws a pitch during the April 14th game against Admiral King. McWilliams has a 1-3 record on the mound.

It turned out that the surgeon was wrong and McWilliams' optimism was not unfounded. Five months after the surgery, he was back on the mound. McWilliams played well in his return hitting .386 over 12 games and compiling a 2.05 ERA in 27 1/3 innings. But the experience of not being able to compete with his teammates was valuable in the long run. Every game that McWilliams was injured, he sat with the coaches and kept the chart for Shaker's pitchers, logging each pitch thrown and its results.

"It was a great learning experience," McWilliams said. "Being able to pick the coaches minds and see the game from a different perspective was helpful."

In the end the injury didn't end his chances for a baseball scholarship as a few coaches continued to be interested. McWilliams was especially interested in Buffalo and Florida Southern, where his brother Arden plays. However, Florida Southern would have used him exclusively as a pitcher.

"Ultimately I had a choice, I could either go south or Division I," McWilliams said. "Florida Southern is a good DII program, or I could go somewhere close to home. Originally [Buffalo] wanted me to play infield, but then they saw me pitch and said they could use me for a few innings next year."

McWilliams chose Buffalo because of their willingness to use him as both a pitcher and an infielder. McWilliams can play third base, shortstop and second base when he isn't pitching.

"I didn't think I was ready to give up playing everyday," McWilliams said.

Buffalo head coach, Ron Torgalski, is excited for the opportunity to have such a versatile player in his first recruiting class.

"He is a smooth fielding infielder who can really swing the bat and he has a good arm that gives him the ability to pitch at this level as well," Torgalski said.

At the college level he is most likely to be used as a second or third baseman. This year at Shaker, he has spent time at both third base and shortstop, but in previous years he has played second base.

"[Buffalo] wants me to get some spot time in the infield next year," McWilliams said. "Then I would step in as one of the middle infield starters as a sophomore."

Shaker's ace has a dominating presence on the mound. With his fastball topping out at 87 mph, McWilliams is among the hardest throwers in the area, and is able to keep hitters off balance with his changeup and curveball.

"It's his attitude on the mound that really helps him," Shaker coach Mike Babinec said. "River has what I call a 'bulldog mentality.' He always goes into the battle thinking he's going to win."

This season McWilliams is hitting .464 and has held a seven game hitting streak at press time. He leads the team in almost every major offensive category including RBIs, slugging percentage and home runs.

From the mound, McWilliams holds a 2-3 record as the team struggles to find clutch base hits. He is among the area's leaders with 47 strikeouts in his four starts and has an ERA of 3.45.

This is the second season the senior has been a captain of the baseball team, a position he also held with the football team this past season. One of McWilliams' strongest assets is his vocal leadership and his ability to motivate the team. Even when he wasn't playing last year, McWilliams clearly led the team and almost became another coach.

"I've always felt myself drawn to positions that require leadership in anything I do," said McWilliams who also played varsity quarterback for two years.

Before McWilliams feels his Shaker baseball career is finished, he hopes that the team will be able to have more success in the playoffs. In three previous seasons, Shaker has failed to advance past the district semifinals, twice losing to Mentor. McWilliams has had success of his own in the playoffs throwing a no-hitter against Glenville in the sectional championship as a sophomore.

"There are a couple things I've always wanted to do," McWilliams said. "One is to make it past the districts. Once you get past there it's just a different level of baseball. Another thing is to beat Mentor. If we were able to do both of those this year it would be great."

John A. Fletcher • The Shakerite

DURING RIVER MCWILLIAMS' four year varsity career he has recorded 162 strikeouts and compiled a 2.40 ERA. He is one of the area's leaders in strikeouts this year with 34 at press time. McWilliams will attend the University at Buffalo next year on a baseball scholarship.

RIVER MCWILLIAMS
SENIOR
PITCHER/INFIELDER

by the #'s

.500	2008 batting average	2.28	career ERA
9	game hitting streak	.383	career batting average
47	2008 strikeouts	175	career strikeouts
.844	2008 slugging percentage	.561	career slugging percentage
31.1	2008 innings pitched	138	career innings pitched
2-3	2008 record	12-8	career record
7	2008 runs scored	55	career runs scored

All statistics are through April 24.